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ABSTRACT

Using the example of a Career Education Model developed by the Orange County, California Consortium, the document provides guidelines for setting up career education programs in local educational agencies. Component levels, a definition of career education, and Consortium program background are discussed. Subsequent chapters include: Program Planning, discussing system designs for a district effort and for an individual school site; The Evaluation Design, describing the Consortium's adaptable design in terms of process and product evaluation; Needs Assessment, supplying a breakdown of compilation methods for each form used by the Consortium, and 11 inventory and survey examples; Staff Utilization, providing 11 sample forms helpful in facilitating staff organization; and Project Activity Management and Evaluation System, including an overview of the project, and discussing major functions, a time-line management chart, and a program budget. Supplementary sections include: Career Guidance, discussing K-12 and guidance center staff; Career Education Development, discussing a model curriculum development matrix, format design, class operations, articulation, and implementation; Utilization of a Learning Unit, discussing format; and Career Education Curriculum Proposal, presenting guidelines, instructions, and sample proposals. The Consortium has utilized the California State Department of Human Resources and Development as one of its main resources for course development and content. (LH)

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OCT 6 1975

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Comprehensive Career Education System

System Administrators Component

K-12

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OCT 6 1975

THE COMPREHENSIVE CAREER EDUCATION SYSTEM

SYSTEM ADMINISTRATORS COMPONENT
K–12

The Comprehensive Career Education System was developed through the Orange County Consoritum Career Education Model, consisting of the Orange and Santa Ana Unified School Districts and the Rancho-Santiago Community College District.

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FORWARD

Today, we as Americans are living in a highly complex, technical age structured on the foundation of economic growth. Because of the tremendous speed of economic development, American society has become engulfed with a myriad of societal problems never faced by humankind before. These dilemmas have stemmed from the interrelationships of the political, economic and social institutions existing within America. Throughout American history, the schools have been assigned the task of being the "change agent" for societal problems.

Moreover, while Americans have been busy promoting progress, they have perhaps "set aside" some important components which make each individual **a total self**. Some of these characteristics are:

(1) a feeling of self-worth as a human being and not just a tool for production;

(2) an ability to relate to others in a compassionate way by sharing common problems and finding solutions collectively;

(3) being able to assume responsibility of one's fellowperson and society's problems; and

(4) to give of oneself, unselfishly, without expectation of reward.

Therefore, such attributes should be reincorporated into the American way of life. Such a re-orientation should not solely spring from the school, but from all societal institutions.

It is at this point, that Career Education can provide the vehicle for that "change," for it involves the school and the community in a total effort and commitment to individuals. Thus, by sharing the responsibility of being "change agents," we can begin to deal with some of society's problems.

CONTENTS

Forward iii

Introduction 1

Why Career Education? 2

Program Planning 8

The Evaluation Design 12

Needs Assessment 21

Staff Utilization 48

Project Activity Management & Evaluation System 61

Career Guidance 71

Career Education Development 77

Utilization of A Learning Unit 92

Career Education Curriculum Proposal 93

INTRODUCTION

In order for the completion of the contract for the proposed development of an Orange County Consortium, it was necessary for those involved to address themselves to: (1) the construction of a definition of career education; and (2) the development of the best procedure to produce the model as defined; to determine the alternatives and options for the implementation of the model; and to ascertain the extent of achievement of the goals and objectives for this task.

The philosophical statement that formed the foundation for the career education definition was best stated in the book **Career Education, What It Is and How To Do It** by Hoyt, Evans, Mackin, and Mangum, as follows:

> *"Our basic assumption is that the society is and should be achievement oriented, with the development of the individual as its primary objective but with that development best accomplished and measured through service to others and to the whole. That conviction allows for, and in fact demands, that man be viewed as more than a working machine – that he is what he believes, what he thinks, and what he treasures. But above all, it concludes that the best measure of what he is, is what he achieves in the development of his talents and his service to himself and to his fellow man."*

The conviction of this philosophy gives credence to the fact that the majority of all males spend the majority of their time in pursuit of a working career. This also holds true to a large number of women who are not only wage earners but the managers of the family. With all this productivity the basic satisfier to each individual is in achievement which is a succession of satisfying productive activities. These activities are those things that each person looks back upon and can truly say that they have been a productive contributing member of this society. Therefore, career education can prepare the individual for all meaningful and productive activity whether it be at work or at leisure, whether paid or un-paid, as employer or employee, in public or private business, or in the family. **The key words were productivity, contribution and achievement.**

With this conviction, the fundamental concept of career education is that all types of curriculum instruction and counseling involve the preparation of the student for economic independence and appreciation for the dignity, worth and value of work and personal fulfillment. Through the Orange County Consortium, all students would leave the secondary school with a salable skill in the career cluster for which their aptitudes were best fitted or a more advanced program in the post secondary program, in a technology program, or in an organized program leading to a college degree.

Career education, as perceived by the Orange County Consortium, should neither deny intellectual achievement nor negate manual skills. It was designed to be neither college preparatory nor vocational education, yet it involves both. The full spectrum of the educational community was the sum total of career education – wherever youth and adults could find learning relevant to the world of work. The prerequisites were attitudes, knowledge, and skills necessary to choose, prepare for, and pursue a successful career.

The concepts based upon this philosophy are as follows:

1. Preparation for successful working careers shall be a key objective of all education.

2. Every teacher in every course will emphasize the contribution that subject matter can make to a successful career.

WHY CAREER EDUCATION?

Society's rapid change in employment needs and the corresponding lack of people with employable skills have made a reexamination of all educational systems in the schools necessary. Hundreds of new job classifications are created each year. Advances in technology keep employment demands in continual flux, requiring students to be prepared to adapt to four or five occupations in a lifetime. Population mobility requires that student skills have universal application. Future job specifications demand higher qualifications with greater emphasis placed on mental skills and positive work attitudes. A realization of these trends was a prerequisite to the establishment of a dynamic district Career Education model. The Orange County Consortium recognized the demand to provide opportunities for students to realize, develop, and obtain their employable skills. The United States is committed to being a world power and an industrial leader, therefore public education must strive to produce a trained work force adapted to the rapidly changing technology found in the market place of employment.

Grant Venn, United States Office of Education, stated:

> *"Today, a person's role in society is determined almost exclusively by his work role. Therefore, occupational education is a fundamental necessity for an individual's well-being, since a man who cannot work becomes a drag on society, economically, politically, and most important of all, psychologically. So we arrive at the premise that occupational preparation must now become a fundamental component of each person's educational heritage."*

The central purposes of education is to prepare the young to accept the reality of constructive pathways to adulthood, to help them engage these pathways to adulthood, to help them in finding personal relevance in the life options available to them – have not been effectively accomplished for large numbers of youth in the school systems of our nation. **The day in which academic preparation needed to be the sole end product of the school system has long ago passed.**

Dr. Sidney P. Marland, former United States Commissioner of Education, in his speech before the National Association of Secondary School Principals in Houston, Texas, on January 23, 1972, indicated his concern for the nation's young people and their opportunity to prepare realistically for today's world of work. He asked:

> *"Shall we persevere in the traditional practices that are obviously not properly equipping fully half or more of our young people or shall we immediately undertake the reformation of our entire secondary education in order to position it properly for maximum contribution to our individual and national life?"*

We have begun the difficult continuing work of reform. Administrators and high level decision makers within and outside the "system" are changing their attitudes toward the purpose of the educational system for the decade of the 70's.

"All education is Career Education or should be.[1]" The goal of education for the 70's is to provide each individual with the knowledge, skills and attitudes that will enable them to become gainfully employed and a wholesome, productive member of society. A fresh educational philosophy must emerge in order that every child, upon high school graduation, shall have acquired an entry-level employable skill, no matter how insignificant the skill or occupational choice may seem at the time. A basic employable skill will supply each youngster with a feeling of confidence and accomplishment, will put money in their pocket and let them "work" their way through maturity until they decide what re-training or further education they need in order to move on to the next career choice. The "new career education philosophy" is just as meaningful to college bound students as it enables them to work their way through school with more ease. Their earning power would be greatly increased. They may not have to rely on a difficult-to-obtain and more difficult-to-pay-back student loan, or parental support.[2]

Dr. Marland announced in his January 23, 1971 speech to the NASSP that one of the very few major educational emphases by the U.S.O.E. will be given to a major program priority; that priority will be **Career Education**.

To make public education become relevant according to today's needs and the needs of the future, the entire school program should be restructured; and it is becoming increasingly evident that public education should be focused around the theme of career development. Recognizing this, the United States Office of Education has selected career education as a major program priority. Dr. Marland announced in the same speech that career education . . .

> *" . . . will be one of a very few major emphases of the U.S. Office, priority areas in which we intend to place maximum weight of our concentrated resources to affect a thorough and permanent improvement."*

Our Career Education Plan for a comprehensive educational program focuses on careers. It begins in preschool and continues through adult education. Central to, and mandated by, the concept that career decisions must be made by sensible choice rather than haphazard chance, and the actual preparation for initial entry into a career in an organized purposeful manner is a self-evident contemporary requisite, is the proposition that public education, from preschool through college, must set about making arrangements of organization and instruction that will accommodate such needs. From these needs emerges an identifiable, measurable and realistic theme, CAREER EDUCATION. And with the acceptance of this theme, the following assumptions appear to be plausible.

- Career Education can provide the resurrection of relevancy in all public education.
- Career Education can become the renovator of agressive purpose in all public education.
- Career Education can supply the vehicle for material educational progress.
- Career Education can accomplish strategic unity within the profession.
- Career Education can breach the seperatism of subject matter.
- Career Education can join, in harmony, the jurisdiction levels of education.

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[1]Sidney P. Marland, 1971 speech to National Association of Secondary School Principals.

[2]Dr. Edward R. Roberts, School Shop Magazine, 1966.

- Career Education must span all the years of the public education – as it must also permeate all instructional categories. Career Education must be developmental, starting at the earliest school age – and persistently move with the student as he or she achieves and matures. Career Education must also be integrative, bringing together a total effect of the total school system.
- Career Education, with its broad base firmly fixed in the elementary grades, must finally be accommodated with adequate career opportunities that will permit each youth to implement career exploration and career decisions through bona fide educational patterns of occupational preparation – at the high school level when appropriate, at the community college level, at the collegiate level, in business and industrial enterprises, and in adult classes. To deny this climaxing opportunity is to nullify a promise and is to make futile the goal of education.

CAREER EDUCATION – ITS DEFINITION

Career Education is a comprehensive, systematic, and cohesive plan of learning organized in such a manner that youth at all grade levels in the public schools will have continuous and abundant opportunity to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individual and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment.

Career Education is the shared and unending responsibility of all professionals in education, and involves input from, and relationship to, all subject matter disciplines and all supportive educational services.

In short, it is a priority objective of public education, with achievement measured by students' successful employability in occupations, both gainful and useful, that are a reasonable match of both the talent and the ambition of every citizen.

CAREER EDUCATION – ITS COMPONENT LEVELS

1. At the elementary level; in grades kindergarten through six, career education involves attitude formation, thus laying the foundation for substantial and comprehensive knowledge of all fields of work, of work as a means of achieving enduring personal satisfactions, of work as a proud requisite of society, of the dignity and purpose of work, and of the intelligent relationships between self and work.
2. The seventh and eighth grades launch the beginning of productive exploration in selected occupational clusters with the intent to provide learning experience. Students should be assisted in evaluating their interests, abilities, values and needs as they relate to the occupational roles.
3. At the ninth and tenth grade levels, students should be provided in-depth exploration in one or more occupational clusters, with the beginning of the training leading to entry-level skills of employment, and with a rational foundation, through guidance and counseling, for the selection of options for occupational specialties.
4. Grades eleven and twelve should provide every student with intensive preparation in a selected occupational cluster, or in a specific occupation, or for further education, bolstered by intensive guidance and counseling.
5. The post secondary years, whether of short or long-term duration, comprise further in-depth concentrations of learning involving occupational preparation.

6. The cluster concept, a vital part of Career Education as envisioned, is aimed at the preparation of individuals for entry-level capabilities in a variety of related rather than specific isolated occupations. It is based on the premise that educational experiences with a range of related occupations appear in the principle for most students who have no realistic basis for decision making along the line of selecting a specific trade. The cluster concept program is designed to enhance the individual's potential employability by the virtue of offering a wide range of entrance skills and a level of articulation across several occupational areas. The cluster concept program is designed to provide secondary vocational students with a greater degree of flexibility for vocational decision making rather than demanding at an early age a committment to one goal directed "traditional programs."[3] With a similar point of view, Baer and Roeber, in writing on the dynamics of vocation choices concluded:

> *"Since most general people have a broad range of interest and capabilities, appropriate initial choices are facilitated by a knowledge of families of occupations. It is becoming more generally recognized that early training . . . should be broad enough to give the student the background for a group of related occupations. Thus he is not driven into a specific occupational choice before his interests have matured sufficiently for him to choose a field of work. When he is ready to enter the job market, his chances for successful placement are increased if he is prepared to begin at any one of several jobs in a field of work. If this field happens to be commercial art, for example, he could become a poster artist, signwriter, catalogue illustrator, or a layout worker. Once hired, he has a better chance for promotion if he has been trained for a group of occupations. Should he lose his job as a result of adverse business conditions or obsolescence of occupations, he can switch to another job in the same occupational family."*[4]

The final report of the panel of consultants for vocational education appointed by the Secretary of Health, Education and Welfare contains the following recommendation:

> *"Basic vocational education programs should be designed to provide education in the skills and concepts common to clusters of closely related occupations. The curriculum should be derived from an analysis of common features of the occupations included. These students should receive specialized or more advanced vocational training later in both high school programs apprenticeship or on-the-job experience."*[5]

Support for the soundness of the postponement of the decision to follow one trade due to distinct periods of vascillation in choice is provided by Eli Ginzberg. He indicated the period in which the individual makes what can be described as a fantasy choice, the period when he makes a tentative choice and the period when he makes a realistic choice about work. The first choice coincides in general with the latency period between age six and eleven, grades first through fifth, although residual elements of fantasy choices frequently carry over into the pre-adolescent years. The second choice coincides with the early and late adolescence.

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[3]Wesley P. Smith, "A Bridge to Relevancy in the Public Schools."

[4]Max Baer and Edward C. Roeber, Occupational Information, Chicago, Science Research Associates, 1964, page 167.

[5]United States Department of Health, Education and Welfare, Office of Education, Education for a Changing World of Work, Washington, Government Printing Office, 1964, page 227.

THE CONSORTIUM

The Orange and Santa Ana Unified School District (their feeder schools) and the Rancho Santiago Community College District has jointly developed a Career Education Model designed to prepare students and adults for the WORLD OF WORK. The model includes gaming simulation, field trips, multi/media/multi-sensory techniques and programmed instruction based upon education for a career. The program has become an integral part of the pilot school curriculum and supplemented (in some cases replaced) the existing curriculum. The Career Education curriculum was designed with a spiral effect, carrying the students from the simple to the complex, as they matriculate through the various levels of their education. The initial effort was aimed at curriculum redevelopment and multi-media presentations in order to immediately serve large numbers of students in a short period of time. The long-range goal is to produce an action-based model which could be replicated for dissemination to other school districts. The program design includes a concentrated effort on the home and parental involvement, and also provides materials and experiences which created positive attitudes toward the various occupations and general employment. This Career Education plan includes the four basic areas (1) awareness; (2) orientation; (3) exploration and (4) preparation. The student was informed of the variety of occupations through a series of clusters representative of the world of work. This program was designed to cause the students to develop career awareness, understanding of themselves, their interests, desires and capabilities. Students in the preparation phase learn to earn a living by trying various work roles through an integrated work experience education assignment. The community college, through an articulated program, provides the opportunity for the student to continue with special career preparation providing for job placement or entrance into higher education.

This model was developed to create a bridge between school and earning a living by making the students aware of the various occupations available to them from the fifteen major occupational clusters. This activity starts at the preschool level and continues through the fourteenth grade. The students become aware of these occupations via gaming simulation, multi-media, program instruction, field trips and curriculum redevelopment which includes career orientation as a course objective. The students are oriented in the various career occupations and fifteen occupational clusters at the seventh grade level continuing through the fourteenth grade via course instruction, teacher input, career guidance centers, career guidance counseling and Work Experience Education. The exploration of career occupations and the fifteen occupational clusters begin at the eighth grade level and continues through the twelfth grade. This has been accomplished by redesigning the course content in Industrial Arts, Home Economics, Business Education, Fine Arts, Physical Education, Mathematics, Science, Work Experience and English. The preparation begins at the tenth grade level and continues through the fourteenth grade. This is accomplished through skills development courses such as Industrial Education, Business Education, Vocational Education, Work Experience, Fine Arts, Mathematics, Science, English and Cooperative Education. The sequence of experiences prepares the students to become contributing and productive members of society.

This project utilizes the California State Department of Human Resources and Development (HRD) as one of its main resources for course development and course content. This research has played a vital part in assuring that instruction in the various grade levels was germane to occupations that would be available in the future. The skill development courses make use of sufficient Area Advisory Committees to insure futurism and relativity in the course. The project promotes and encourages students to become involved in apprenticeship training programs. Research from EPIC, Department of Labor and HEW is reflected in the curriculum redevelopment. A data processing system for

student placement and record of work stations and the use of industries in the work experience program are continually being used and expanded.

The project has affected a change in the student's preparation for the WORLD OF WORK by making a concerted effort to provide for the individual differences of each student. Special effort is made to identify the needs of each student at the earliest age possible. A Career Guidance program[6] begins at the upper elementary level and continues through grade fourteen and adult education. Integral parts of the project includes the expansion of adult education skills training programs; the development of sheltered workshops for the mentally and physically handicapped; and placement guidance and placement programs for the socially and economically disadvantaged.

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[6]Career Guidance, A California Model for Career Development K-Adult

PROGRAM PLANNING

In order to effectively implant a Career Education program into any LEA, a system design must be established and followed to ensure success of the effort. Naturally, a local educational agencies' program design will be of a more complex nature than one of an individual school's model. Therefore, the authors have provided within this document, two system designs: one for a district effort and one for a individual school site.

DISTRICT MODEL

The district model design which has proven to be effective in the Orange County Consortium can be easily adapted or adopted for use by a local educational agency. The system is composed of three parts, each reflecting planning stages, decision points and milestones to be reached throughout the total effort within a specified time frame.

Part I begins with the establishment of the district's goals for the Career Education effort and the formulation of a district plan of action. Steps for review, evaluation, modification and approval are sequential and necessary considerations within the design.

Part II symbolizes the critical preliminary stages before any implementation can take place. Such phases include: the naming of an advisory committee; considerations of program and evaluation consultants; selection of a district level administrator to manage the program; establishment of a steering committee; development of an operational and implementation plan; selection of target schools for the Career Education effort; orientation of principals and administrative staff and teacher inservice and parent orientation.

These considerations, if successfully carried out and implemented can give the district a sound, firm base on which to build a comprehensive Career Education program, structured on involvement and committment of those who have an active role in the total effort.

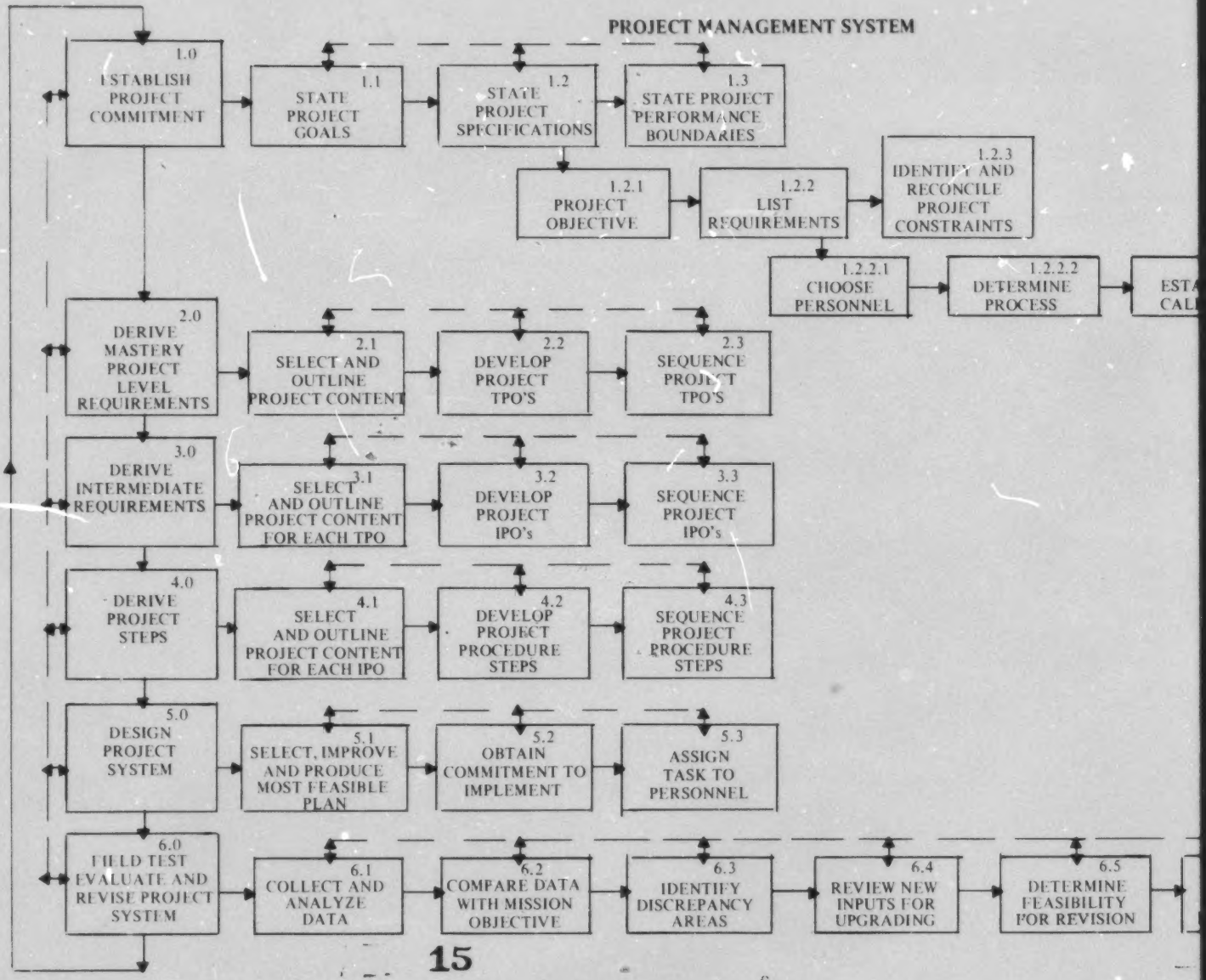
Part III contains the implementation stages for the program and management plan and consists of three sub-sets: the establishment of external consultants for program design and evaluation, development of an operational management plan; development of a program plan.

Each major sub-set of the design is structured in such a way as to maximize optimum efficiency for the program. For example, the utilization of external consultants for program planning and evaluation can only enhance any LEA's endeavor by calling upon experts who have "wrestled" successfully with constraints which tend to appear when any district attempts to start a Career Education venture.

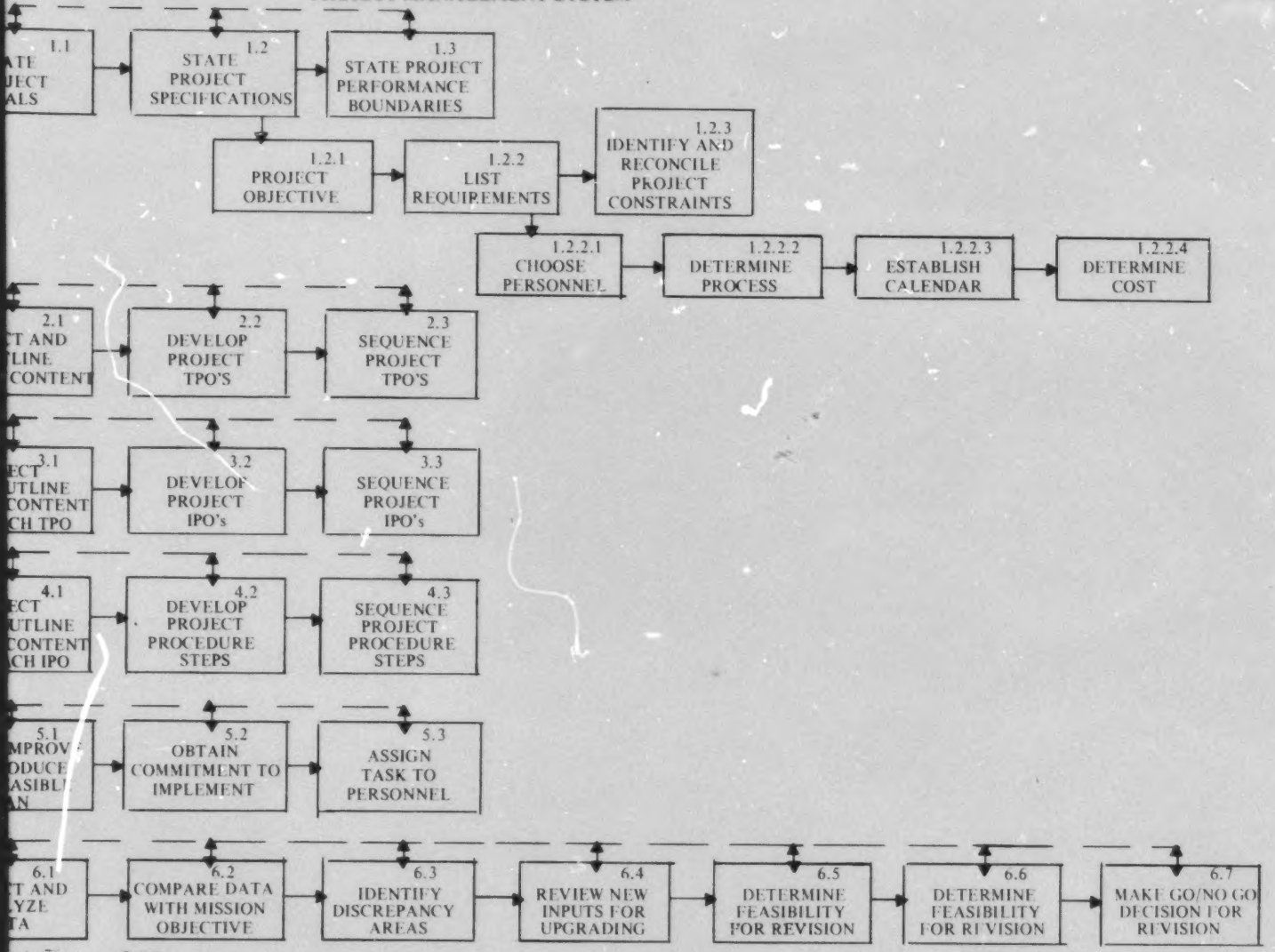
Curriculum and/or media materials can be selected, adopted or developed by the LEA to reflect their unique needs or effort in regard to Career Education. Moreover, constant revision and alternate design or strategies should be considered throughout the effort's life span.

LOCAL SCHOOL MODEL

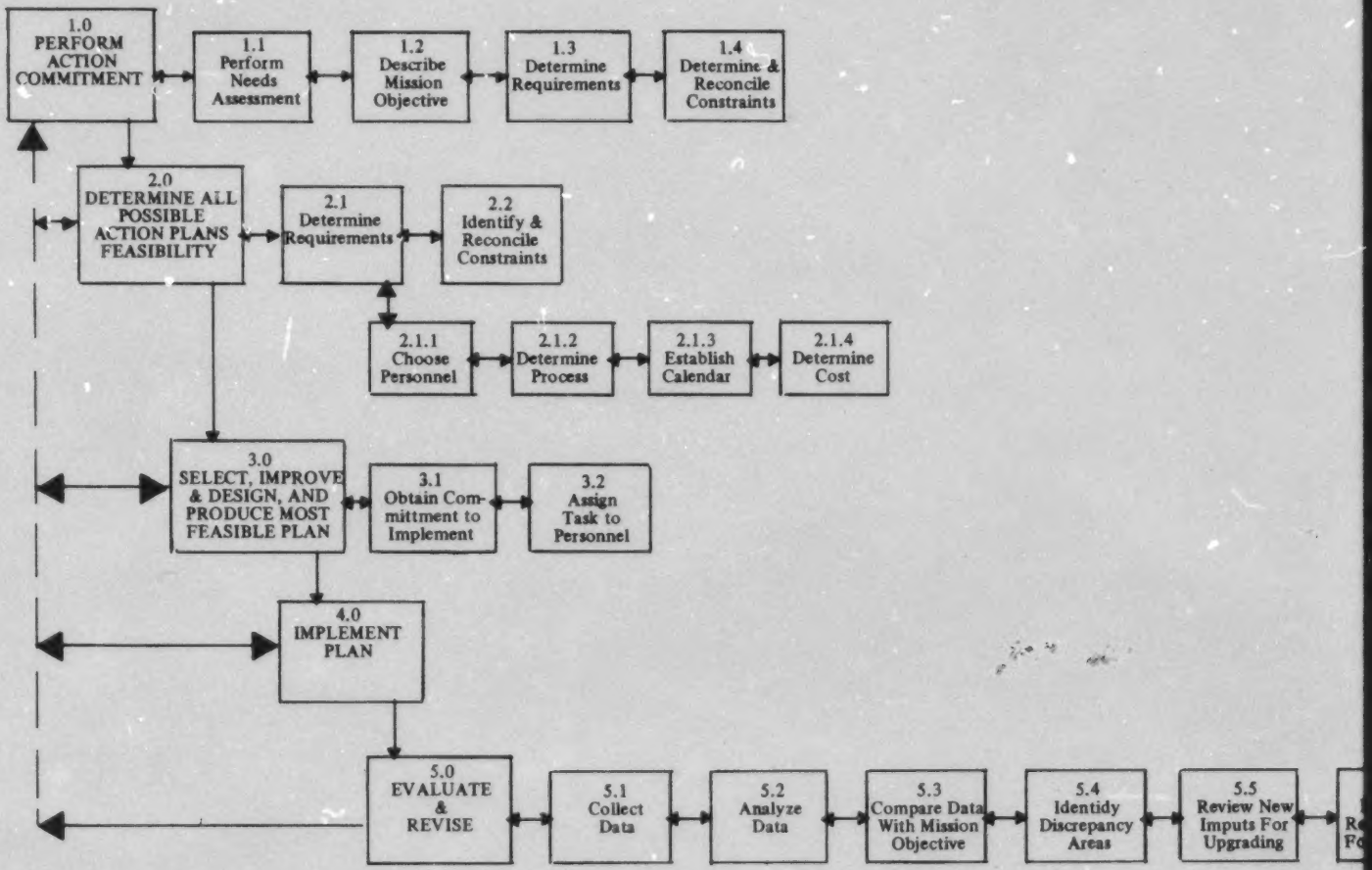
As for the on-site school model, the authors of this document offer management model for implementing Career Education at the local school level.


PROJECT MANAGEMENT SYSTEM
1.0 ESTABLISH PROJECT COMMITMENT
1.1 STATE PROJECT GOALS
1.2 STATE PROJECT SPECIFICATIONS
1.3 STATE PROJECT PERFORMANCE BOUNDARIES
1.2.1 PROJECT OBJECTIVE
1.2.2 LIST REQUIREMENTS
1.2.3 IDENTIFY AND RECONCILE PROJECT CONSTRAINTS
1.2.2.1 CHOOSE PERSONNEL
1.2.2.2 DETERMINE PROCESS
2.0 DERIVE MASTERY PROJECT LEVEL REQUIREMENTS
2.1 SELECT AND OUTLINE PROJECT CONTENT
2.2 DEVELOP PROJECT TPO'S
2.3 SEQUENCE PROJECT TPO'S
3.0 DERIVE INTERMEDIATE REQUIREMENTS
3.1 SELECT AND OUTLINE PROJECT CONTENT FOR EACH TPO
3.2 DEVELOP PROJECT IPO's
3.3 SEQUENCE PROJECT IPO's
4.0 DERIVE PROJECT STEPS
4.1 SELECT AND OUTLINE PROJECT CONTENT FOR EACH IPO
4.2 DEVELOP PROJECT PROCEDURE STEPS
4.3 SEQUENCE PROJECT PROCEDURE STEPS
5.0 DESIGN PROJECT SYSTEM
5.1 SELECT, IMPROVE AND PRODUCE MOST FEASIBLE PLAN
5.2 OBTAIN COMMITMENT TO IMPLEMENT
5.3 ASSIGN TASK TO PERSONNEL
6.0 FIELD TEST EVALUATE AND REVISE PROJECT SYSTEM
6.1 COLLECT AND ANALYZE DATA
6.2 COMPARE DATA WITH MISSION OBJECTIVE
6.3 IDENTIFY DISCREPANCY AREAS
6.4 REVIEW NEW INPUTS FOR UPGRADING
6.5 DETERMINE FEASIBILITY FOR REVISION

PROJECT MANAGEMENT SYSTEM



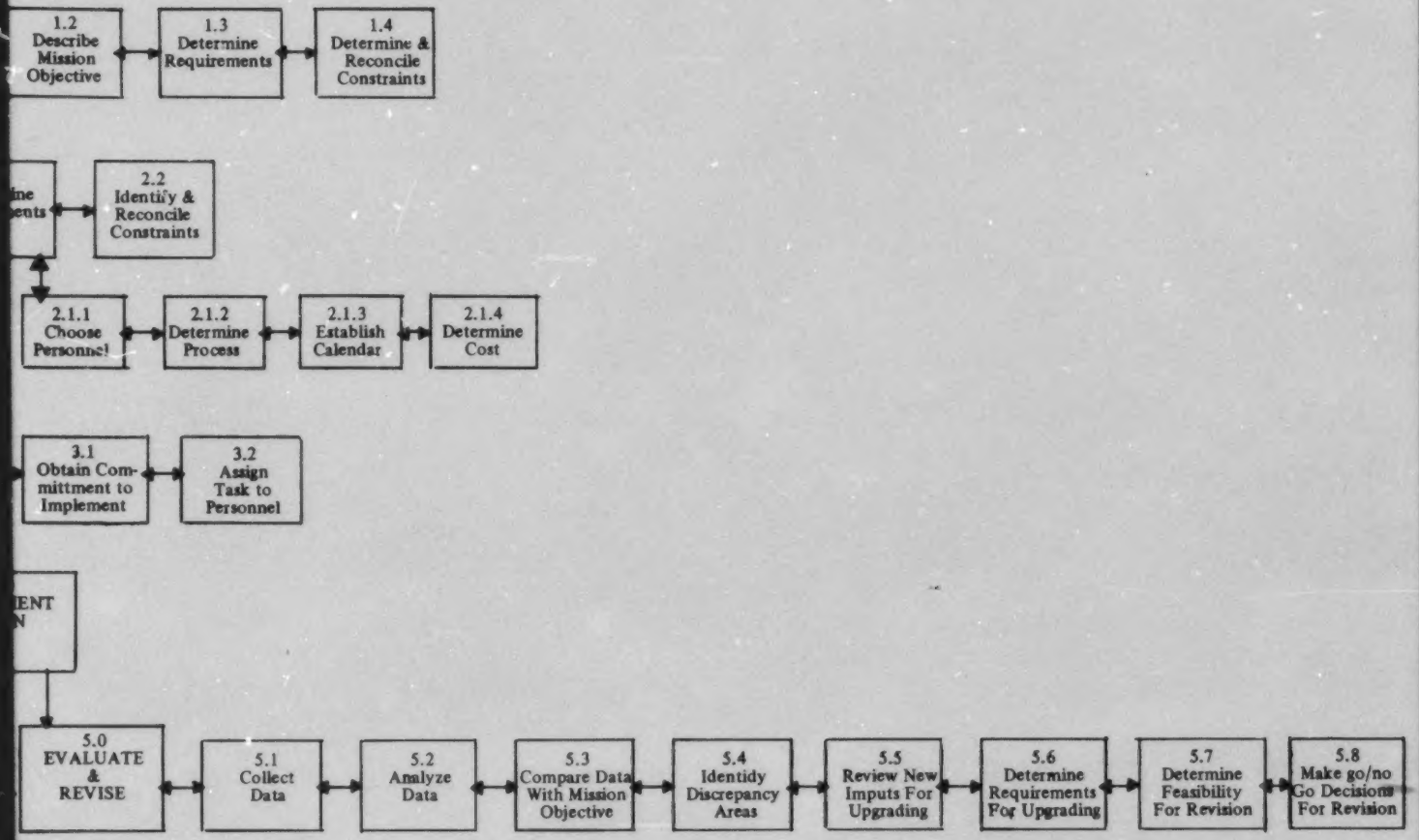
MANAGEMENT MODEL BY COLLABORATION


1.0 PERFORM ACTION COMMITMENT
1.1 Perform Needs Assessment
1.2 Describe Mission Objective
1.3 Determine Requirements
1.4 Determine & Reconcile Constraints
2.0 DETERMINE ALL POSSIBLE ACTION PLANS FEASIBILITY
2.1 Determine Requirements
2.2 Identify & Reconcile Constraints
2.1.1 Choose Personnel
2.1.2 Determine Process
2.1.3 Establish Calendar
2.1.4 Determine Cost
3.0 SELECT, IMPROVE & DESIGN, AND PRODUCE MOST FEASIBLE PLAN
3.1 Obtain Commitment to Implement
3.2 Assign Task to Personnel
4.0 IMPLEMENT PLAN
5.0 EVALUATE & REVISE
5.1 Collect Data
5.2 Analyze Data
5.3 Compare Data With Mission Objective
5.4 Identidy Discrepancy Areas
5.5 Review New Imputs For Upgrading

17

18

MANAGEMENT MODEL BY COLLABORATION


1.2 Describe Mission Objective
1.3 Determine Requirements
1.4 Determine & Reconcile Constraints
2.2 Identify & Reconcile Constraints
2.1.1 Choose Personnel
2.1.2 Determine Process
2.1.3 Establish Calendar
2.1.4 Determine Cost
3.1 Obtain Commitment to Implement
3.2 Assign Task to Personnel
5.0 EVALUATE & REVISE
5.1 Collect Data
5.2 Analyze Data
5.3 Compare Data With Mission Objective
5.4 Identidy Discrepancy Areas
5.5 Review New Imputs For Upgrading
5.6 Determine Requirements For Upgrading
5.7 Determine Feasibility For Revision
5.8 Make go/no Go Decisions For Revision

The management model by collaboration which is graphically displayed is one which has proven to be very effective in the Orange County Consortium at the local school level.

The initial success of any implementation of Career Education must stem from the local administrator whose leadership and direction must permeate every facet of the school atmosphere. Only in this manner can a true committment for the Career Education concepts be conveyed to teachers and students.

The model represents a simplified system which can lead to a successful Career Education program. However, active participation by staff members in the total process of assessment, designing a plan of action, and implementing Career Education in the local school is a necessity. Therefore, any effective district or local school site program planning model should reflect a systematic functional flow design, in order to ensure cost effectiveness and maximum utilization of personal resources.

THE EVALUATION DESIGN

The Orange County Consortium for Career Education evaluation design was developed with one basic goal in mind, i.e., to measure the incidence and degree of change in student's, teacher's, parent's and administrator's performance and attitudes toward the basic concept of Career Education, that occured as a direct result of their being exposed to Consortium project efforts and activities. Following is a description of that design which can be easily adapted for use in any school or district Career Education effort.

PROCESS AND PRODUCT EVALUATION

A valid evaluation design must be twofold, encompassing both **product** evaluation and **process** evaluation applications. The former measures the direct effect of project effort (or treatment) on the participants (students, teachers, parents, administrators, etc.) while the latter examines the overall effectiveness of the project in terms of resource management and project goal achievement. Molding both types of evaluation processes together, the Orange County Consortium developed a comprehensive design that could be effectively implemented by existing project staff.

At the outset, the evaluation process may seem like nothing more than the task of test administration, tabulation and analysis. Once underway, however, the process becomes complex and necessitates careful attention to a myriad of details, i.e., the validity and reliability of test instruments, matched control and experimental groups, comprehensive instruction/inservice for participants, etc.

To ensure that such matters are effectively managed often requires greater resources and experience than is available within the existing staff. The Consortium anticipated the need for outside consultant assistance to guide the staff in performing the evaluation activities. Contractually this person or firm is employed for the purpose of conducting an educational audit; the major function being two fold, 1) to give advice and counsel to the staff members in techniques and methodologies needed to carry out the evaluation functions, and 2) to evaluate the efforts of the inhouse evaluator, providing valuable evaluation feedback for use in project management, planning and review. The latter function offers a secondary benefit in providing evidence to the public of the integrity of the project's efforts. A project that manadates inspection of its efforts by an unbaised third party is assumed to be free of accusations of improprieties and mismanagement.

In summary, a sound evaluation design for a Career Education effort should:

- include both **product** and **process** evaluation procedures
- designate at least one staff member responsible for the implementation and revision of all project evaluation efforts.
- secure the assistance, when possible, of a qualified, independent evaluation expert

ESTABLISHING AN EVALUATION DESIGN

While each local education agency and/or school promotes Career Education in its own unique manner, the steps involved in planning, implementing and reviewing a sound evaluation design are basically the same. What follows is a sequential description of the basic activities to be carried out in establishing the evaluation design for a local Career Education effort.

NEEDS ASSESSMENT: The first step in any sound evaluation design is the conduct of a **Needs Assessment**. The Consortium conducted a tri-district assessment to determine the existance of and need for Career Education in the Orange and Santa Ana Unified School Districts and the Rancho-Santiago Community College District. The Consortium Planning Committee, composed of teachers and project staff, with assistance from the third-party (external) evaluator, outlined plans for and developed rough copies of assessment instruments for use in this activity.

At an orientation and planning workshop in the fall (1972) selected teachers and project staff identified the small group interview as the techniques and questionnaire to be used in the assessment. Instruments were developed and refined and interviewing technique instructions were given by Fred & Joan Corveli of Tadlock Associates Incorporated (external evaluator). Trained personnel proceeded to conduct small group interviews of faculty and administrators in their own schools and districts in order to determine:

1. The extent to which Career Education was at that time being taught in order that future curriculum planning could be organized.
2. The attitudes of teachers and departments toward Career Education.
3. The five career clusters to be developed in the first phase of curriculum development.
4. A willingness or non-willingness to modify the existing curriculum.

(See Appendix to the chapter on Needs Assessment. Refer to table of contents.)

Parallel to the school based assessment was 1) a community attitudinal survey in Spanish and English utilizing the direct-mail technique, to assess community attitudes regarding Career Education concepts, (See Appendix to the chapter on Needs Assessment. Refer to table of contents.) and 2(a community service agency survey designed to determine the resources that were available to the project (See Appendix to the chapter on Needs Assessment. Refer to table of contents.) using Dr. Darryl Laramore's Occupational Informational Survey as a guide for an elementary level instrument (See Appendix to the chapter on Needs Assessment. Refer to table of contents.) and a teacher developed secondary and community college level instrument, (See Appendix to the chapter on Needs Assessment. Refer to table of contents.) the project personnel and designated teachers surveyed randomly selected students regarding their attitudes and needs in the area of Career Education.

The results of each phase of the Needs Assessment process were tabulated and analyzed by project staff and the external evaluator. Based on those results, recommendations were made and plans were formulated for the general scope of project activities for the following three years, with specific directions established for the efforts of the first project year, i.e., which five clusters were to be concentrated on in curriculum and media development, which large groups of teachers, students and community representatives needed greatest inservicing, which areas of guidance needed immediate Career Education oriented attention and which erroneous but popular attitudes about Career Education, of all participants, needed the attention of the project staff.

At the close of the first phase of the Needs Assessment (the last phase should occur at the end of the project period, to assess total project effect) division of labor becomes evident and all project personnel set about the next step in the evaluation process.

PROCESS EVALUATION:

Regardless of the management tool(s) used in the evaluation process the procedures for the project staff are basically the same:

1. Review the original proposal to assure that goals and objectives reflect the true intent of the Career Education effort and can be realistically attained within the stated time-frame. Revise and edit as needed.

2. List all tasks to be accomplished in relation to a timeline. Ask yourselves, "What did the project state would be achieved?" Then ask, "What needs to be done to achieve those goals?" Working backwards from the proposal or stated end results of your effort is often the best way to insure goal accomplishment.

3. Categorize tasks according to function, i.e., management, curriculum, guidance, evaluation, and assign those tasks to personnel with apparent expertise in those areas.

4. Meeting as a group, establish dates by which tasks must be completed – describe milestones in the project. Develop a reporting schedule for each staff member so that they might:

    4.1 report progress regularly to the entire staff
    4.2 have access to project leadership (director or assistant director) for counsel and advice.
    4.3 learn to manage their own resources and work with the external evaluator as needed.

5. Periodically the entire staff should meet to re-evaluate project activities and their own progress in achieving the goals and objectives of the project. Editing and revision of work should be an on-going process.

6. All management activities and reports should be reviewed by and discussed with the external evaluator; consensus should be reached, as much as is possible, regarding the contents of both inhouse and public evaluation documents. Either the staff or the external evaluator should prepare a distillation of the total evaluation report, that can be made available to a variety of publics.

The tool used in managing and subsequently evaluating the administration of the Career Education Project was the Project Activity Management and Evaluation System (P.A.M.E.S.) (This document is described in a seperate chapter. See table of contents for location.) Originally conceived by the California State Task Force on Career Education, and mandated for use by all California Career Education project sites, the P.A.M.E.S. document was revised and adapted for use by the Consortium. The document was organized as follows:

1.0 PROJECT ACTIVITY

The Consortium staff divided all project related activities into the following categories:

1.1 Project Administration and Support Services
1.2 Public Relations and Publications
1.3 Curriculum
1.4 Media
1.5 Guidance
1.6 Project Evaluation

Rationale, Summary Description and **Goals** were described for each PROJECT ACTIVITY.

2.0 PROCESS OBJECTIVES AND EVALUATION CRITERIA

Each **Project Activity** was broken down into specific objectives reflecting tasks that were to be performed by selected staff members, and a timeframe within which each task must be completed.

Example: The Assistant Project Director will review and update job descriptions quarterly and conduct semi-annual evaluation of all project staff members.

Following the objective was a statement about the form and location by documentation of the successful completion of tasks in each objective.

Example: Copies of all job description revisions and staff evaluations will be kept on file and available for staff examination in the Project Director's Office.

3.0 MANAGEMENT MATRIX

Each **Project Activity** and **Objective** was broken down into Major Tasks/Activities which were necessary to achieve the objective. To each task was assigned a staff member with primary responsibility for the successful completion of that task (marked X on the matrix). Staff members having supportive functions in completing a task were indicated on the matrix as well (marked S on the matrix). The time during or by which a task was to be completed was also indicated for each task.

Example:

PROJECT ACTIVITY: 1.0 ADMINISTRATION & SUPERVISOR	Joe	John	Jane	Jill	Sept	Oct	Nov	Dec	Jan	Feb
TASKS:										
1.1 Conduct staff job description review	X		S		●		●		●	

4.0 BUDGET

Each **Project Activity** was accompanied by a Budget page which displayed all costs incurred as a direct result of that activity. It should be noted that the individual activity budgets include duplicated costs and therefore need not reflect a true total project budget when added together. The most difficult and often unrealistic budget figure will be personnel costs. Dividing up staff member's salary between several activities may pose difficulties in determining the number of dollars, of their salary, spent on each activity. Often an approximation is sufficient.

The P.A.M.E.S. document should be reviewed periodically to assure relevance of tasks and staff assignments.

As an evaluation tool, the P.A.M.E.S. should be used by the internal evaluator on a regular (semi-monthly) basis, to ascertain the status of all project activities. If and when tasks are not completed

on schedule, the evaluator should note the same and indicate in the evaluation report the reason for the delay. If it becomes evident that a task originally prescribed, is no longer necessary or supportive of project goals and objectives, the evaluator, based on staff consent should omit the task from the document indicating in the evaluation report what steps were taken and the reason for the action. (Funding agencies should only be notified of any substantive changes in the projects effort). The external evaluator should periodically (bi-monthly or monthly) review the P.A.M.E.S. document (or any management document used) with the internal evaluator and with the entire staff as needed. The third-party reports should include any recommended changes in the document and/or the management process. Again, distinction should be made between inhouse documents and those for public examination, with that distinction being clear to staff and external evaluators.

PRODUCT EVALUATION:

The most important part of any evaluation design is that process which attempts to measure the direct impact of selected project activites on the participants (students, teachers, parents, etc.). While sound product evaluation is paramount to the success of the total design, it is also the most complex and difficult to administer. Measurement of the true effect of an activity on a participant is dependant upon the elimination of any extraneous variables. The integrity of the evaluation process is dependent upon the planning and personnel involved as well as the degree to which misleading variables can be controlled. The methods described in this section of the manual reflect an attempt to control variables in the available resources of a school or district staff.

1.0 **Review Project Goals and Objectives**

The inhouse evaluator, project staff and possibly the external evaluator need to sit together to review the written goals and objectives of the project. "What did we say we were going to do? to produce? to develop?" Are the numbers (of curriculum units, learning activities, guidance activities, media packages) realistic in terms of staff and other resources (people, time, materials, skill and money)? Discuss and determine which goals and/or objectives will need to be edited or revised.

2.0 **Re-write/Edit Objectives**

Objectives should be written in clear concise, measurable terms. Based on the decision in item 1.0, the inhouse evaluator should then rewrite/edit the objectives to reflect measurement of those phenomena, the effect of which on the participant is desired, i.e., increase in knowledge of personal career options; increase in use of career information center; increase in knowledge of career information sources; etc.

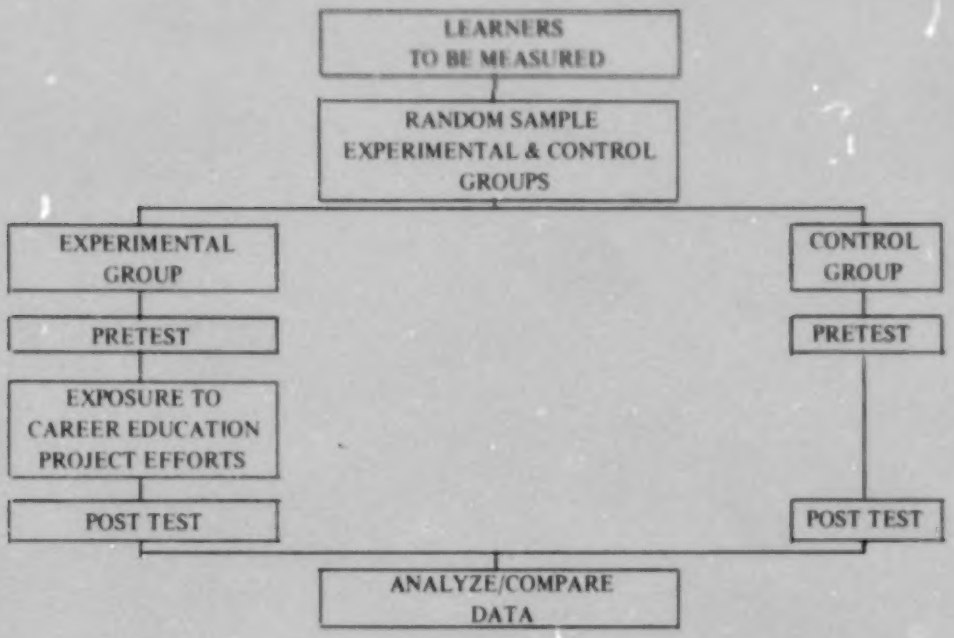
3.0 **Identify Measurement Techniques**

To control misleading variables which may give an inaccurate picture of project results, the evaluator should utilize both control and experimental groups in at least a random sample of the participative population. The control group is composed of participants who will be evaluated on a pre and post basis but will not be exposed to the efforts of the project. The experimental group, which will match the control group will be evaluated on a pre-post basis and will be exposed to the efforts of the project.

Comparison groups should be matched as closely as possible according to the following characteristics:

- age
- race
- intellectual level
- previous experiential exposure (to career education efforts)
- amount of exposure to project efforts (the treatment)

A typical illustration of the product evaluation is as follows:



Grouping is a time consuming and often arduous task but vital to the task of analyzing the true impact of the Career Education effort.

Hint: 3.1 Utilize a variety of evaluation modes. Paper-pencil techniques may be appropriate for some groups, but provision should be made for participants to respond who are more able to express themselves verbally through oral interviews, small group meetings, cassette tapes, etc.

4.0 **Determine Statistical Treatments To Be Used**

Reliance on district testing personnel and/or the external evaluator is a necessity in determining applicable statistical treatment (unless of course, existing staff have such expertice). The staff must know exactly what is to be tested for before proceding to instrumentation development or selection.

5.0 **Instrumentation Construction**

Based on the selection of items to be evaluated or measured, the staff should begin to 1) search existing project and evaluation designs for application measurement tools or techniques and 2) subsequently compile or develop appropriate measurement instruments for the project objectives (included in the appendix to the Needs Assessment chapter.)

Hint: 5.1 Use some form of computer compatible answer sheet such as mark-sense for collecting written evaluation (test) information. This not only facilitates tabulation but can also expand the analysis capacity of your data. For example: each answer sheet calls for a variety of descriptive data which, by computer can be classified and return your results by 1) school 2) specific classroom 3) sex and 4) age. In addition there is usually space on the answer sheet for more descriptive information by filling in unmarked columns according to specified catagories. The

Orange County Consortium used eight available columns on the answer sheet for the following data in career education:

(00)	(00)	(00)	(00)
Career Cluster	Subject	Grade	School

Learning Unit post test evaluation process. To facilitate the analysis of the collected data request computer services to perform an item analysis, providing the staff with information related specifically to a variety of characteristcs – sex, age, school, subject area, etc.

6.0 **Pilot Test Evaluation Instruments and Methods**

Before using testing instruments in actual project the testing staff should select a small group of participants (representative of the entire population to be subsequently tested) for a pilot or trial testing process. Based on the weaknesses discovered during the pilot test, the staff should then apply any recommended changes or revisions to the instruments and/or methods used.

7.0 **In-Service Participants**

If testing or effectiveness measurement is to be performed largely or entirely by non-staff members, in-service sessions will be needed. In the case of test, questionnaire or survey administration in the classroom or community the following should be stressed to the participant:

7.1 writing should be clear and legible

7.2 attempt should be made to respond to all items

7.3 answer sheets should be filled out completely (person administering test, survey, questionnaire should examine each answer sheet for completeness before releasing the participant).

7.4 the importance of the participants role in the Career Education effort should be explained.

In the case of faculty, counselor or aid use of curriculum guidance or media materials participants should be instructed to complete any and all evaluation materials and submit them as soon as possible to the in-house evaluator or other staff or personnel as may be specified in the in-service instructions. Thoroughness and legibility are requisites for this portion of the evaluation process as well.

Hint: 7.1 Depending on available budget, the project staff may want to employ project facilatators. The Orange County Consortium contracted the services of a teacher or counselor at each participating school, whose major function was to facilitate the communication with staff members and implementation of project activities. In return for their stipend, facilitators were also responsible for the administration of the pre and post testing program.

8.0 **Conduct Pretest**

Disseminate testing materials to control and experimental groups. Be sure to provide ample test instruments, instructional materials and answer sheets for each group. Reiterate to each test administrator the alloted testing time, procedures and address for return of answer sheets and dates by which all materials need to be returned to the project staff.

9.0 **Tabulate Results**

A most tedious but extremely important task is that of evaluation data tabulation. If all answers have been recorded on some form of computer-based, mark-sense card or sheet, this task becomes limited to insuring that each sheet is marked accurately and is as

complete as possible. If, however, all scoring must be done manually, project staff, or those designated to complete the task, should work as swiftly but as carefully as possible to assure accurate results.

If computer services are not available within the district the staff evaluator might consider these sources for assistance:

9.1 external evaluator
9.2 neighboring school district (rent normally down time)
9.3 nearby community college, state college or university

10.0 **Draft In-House Report of Pretest Results**

The staff evaluator should develop an in-house report on the results of the project pretest, including at least the following items:

10.1 numbers and locations of participants responding
10.2 numbers and locations of participants responding according to items mentioned in 3.0 (age, sex, race,etc.)
10.3 types of responses broken down according to items mentioned in 3.0 for each question asked.

Dissemination of this report should be limited to the staff and selected personnel only. The report should be reviewed by the staff in collaboration with the external evaluator to determine subsequent action on the pretest results.

11.0 **Product Formal Publications**

The staff, possibly in concert with the external evaluator, should compose a series of documents, each displaying the (expected outcomes and) results of the pretest process. These documents should be designed to include pertinent information for a particular audience, i.e., teachers, administrators, public, funding source and others.

12.0 **Conduct "Summit" Meeting**

The project director should conduct a staff meeting in order to consider pretest results and revise project plans for the remainder of the semester of school year. Initial projections regarding expected outcomes of project activities may need to be re-considered. Additional and/or different activities may need to be planned and implemented in order to achieve stated project goals and objectives.

13.0 **Announce Post Test Schedule**

Approximately two months prior to the date of post testing, project staff should publish post test dates and instructions in those classrooms and schools in which pretests were administered.

Hint: Establish a theme or gimmick in all of your communications to the participants, i.e., color of paper, logo, format, etc, which distinguishes your bulletins from others; they're not as likely to be "round-filed".

14.0 **Brief Staff Regarding Post Test Procedures**

In-house evaluator should conduct a staff meeting to explain the post testing schedule and the responsibilities of each staff member conducting the evaluation.

15.0 **Conduct Brief In-service**

Project staff members should conduct brief in-service sessions with each participating group (that will be administering the post tests) i.e., at faculty meetings, community advisory committee meetings, etc.

16.0 **Conduct Post Test**

It is the in-house evaluator's responsibility to see that post test conditions resemble as much as possible, those of the pretest, i.e., the composition of the groups to be tested the instructions and methods of responding to test items, the thoroughness of the test administrator.

17.0 **Tabulate Post Test Results**

See 9.0

18.0 **Analyze Post Test Results: Compare Pre and Post Test Data**

See items 10.0 and 11.0

19.0 **Meet With Third Party (external) Evaluator**

The in-house evaluator and project staff should meet to review data comparison, outline major components of year-end project reports (for audiences specified in 11.0), delineate staff and third party recommendations, and compose summary statements of project success for the term (year) ended. At the same meeting, which may need to exceed a single day, staff and evaluator need to once again review project goals and objectives in light of evaluation results. Some modifications may need to be made and/or statements may need to be drafted, explaining why particular objectives were not met (if applicable).

20.0 **Conduct Staff Planning Meeting**

The project director should conduct a meeting in which staff members refine planning efforts for the next school year. Consideration should be given to revising and improving the evaluation design based upon the results recently gathered.

NEEDS ASSESSMENT

Too often a majority of educational research and development within a local educational agency is conducted on the basis of intuition and assumptions about a given problem rather than sound assessment. This scatter gun approach to providing for the needs of the educational community is resulting in many wasted man-hours and an untold amount of taxpayer dollars. In addition to this haphazard approach to solving problems of the LEA, the administrators are not identifying valuable community partners who share common responsibilities and often common goals. Not only are these partners not being identified, but those community personnel and resources who are of obvious value to the LEA are often ignored or overlooked in the process of establishing data for the basis of educational change.

The Orange County Consortium verified the value of establishing the need for educational change and the identification of the partners of education in its recent efforts in the development of a Career Education Model for the United States Office of Education, when a needs assessment was conducted prior to project research and development.[1]

Each district will want to develop their own needs assessment instruments that will reflect their own unique individual needs. The procedures that were used by the Orange County Consortium Career Education Project have been included so you might adopt and refine them to reach your own desired needs.

The first task in the needs assessment phase of the project involved planning sessions with members of the Project Design Team. The instruments developed at that time were further refined before final implementation.

Personnel were selected to carry out the assessment procedure from the district staffs. Staff members who were to be involved were present for an orientation-planning workshop. At this time, instruments were further refined and final instruction given to those who would be doing the actual interviewing of teachers in target schools. Materials were first field tested in order to determine problem areas before further assessment procedures. No operational problems were found to be present in initial interviews and full-scale work began immediately. Principals in the target schools in the participating districts were contacted and notified of the procedure and intent of the survey.

A reaction sheet was designed for use by the interviewer in order to obtain an overall subjective assessment of the groups in regard to:

(1) their initial attitude toward career education
(2) problems exposed
(3) a willingness or non-willingness to modify the curriculum

Only those who had one or more years of experience in the district were interviewed. The purpose of the survey was:

(1) to determine the extent to which career education is now being taught in order that future curriculum planning could be organized
(2) to determine the attitudes of teachers and departments toward career education
(3) to determine the five career clusters to be developed in the first phase, four in which considerable activity was found and one which showed little activity at present.

[1]Career Education Pilot Project K-14, Orange County Consortium **Needs Assessment.**

The community attitudinal survey was handled differently. A direct-mail technique was used. The parent survey instrument was produced both in Spanish and English for Santa Ana in order to give an opportunity to the Mexican-American community to respond. One section of the survey was designed to ascertain attitudes of a random sampling of parents, employers, and recent graduates in the Orange and Santa Ana communities. A second instrument was used for a survey of 150 community service agencies to determine various resources available to the project.

Two different instruments were used in surveying attitudes of students. The instrument for intermediate school, high school, and community college students was developed by a committee of teachers and counselors. The elementary instrument was developed by representative teachers from Orange and Santa Ana using Dr. Darryl Laramore's Occupational Information Survey as a guide.[2] These instruments were given to students in a random sampling covering all grade levels and subject areas at the secondary level.

A breakdown of compilation methods is given for each form used in the Needs Assessment.

(1) Teacher Questionnaire – Exhibit A
A percentage of those teachers answering "rarely or never" was computed for each major department. Elementary teachers were broken into two groups, K-3 and 4-6, following the "rarely or never" format.

The frequency of occupations taught in classes at all levels was tabulated in order to determine cluster areas which were comparatively strong and weak.

A percentage of the "yes" response was tabulated on the questionnaire when it applied.

(2) Resources Inventory – Teacher, Exhibit B
Again, "rarely and never" categories were used to determine process and methodology used by teachers in participating districts. Subject areas were categorized as in Exhibit A.

(3) Teacher Questionnaire – Exhibit C
Teachers indicated through their response the amount of training received in the past three years as compared to additional training desired in relation to aspects of Career Education. Responses were tabulated in percentage amounts.

Other questions on this form were tabulated by percentage "yes" or percentage of time spent on Career Education activities.

(4) Counselors were interviewed separately from teachers but tabulation follows procedure as in Exhibit C.

(5) Community Attitudinal
Responses were categorized in four main areas and the percentage "agree/strongly agree" was used as a guideline for reporting. These main areas are:
(a) Program opportunities
(b) Commitment to career education

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[2]California Personnel & Guidance Association, Monograph # 5: **Career Development: A California Model for Career Guidance Curriculum K–Adult**, page 93.

(c) Guidance support
(d) Business opportunities

(6) Community Resources
This survey was used to determine resources available in the communities, Orange and Santa Ana.

(7) Student Inventory
A percentage breakdown was computed on each question to determine students' attitudes and needs for curriculum development and planning.

Although these instruments are subject to various interpretations, they give necessary and valuable direction and information to the Consortium for the purpose of curriculum development, community involvement, and baseline data.

APPENDIX TO NEEDS ASSESSMENT

CURRICULUM INVENTORY: EXHIBIT A

School: _____ District: _____

Grade Level: _____ Department/Subject area(s): _____

Date: _____ Number of years teaching in the district: _____

Instructions: Complete each question by checking the most appropriate response as it relates to the content of the classes you taught last year (use the **last** academic year as the basis for your answers).

In my classes:	As a planned part of the curriculum	Occasionally but not as a regular part of instruction	Rarely	Never
1. Attitudes toward work were taught.				
2. Attitudes toward leisure were taught.				
3. Student ideas and questions on career information were formally encouraged.				
4. Opportunities for students to solve problems and make decisions about career choices were created.				
5. I taught career awareness.				
6. I taught economic awareness.				
7. Educational and training requirements for various occupations were stressed.				
8. Employment skills and job requirements for a variety of occupations were taught.				
9. The self-concept of students as it relates to World of Work was taught.				

10. List the occupations for which career information was taught in your classes during the last school year (e.g. fire fighter, accountant, teacher, scientist).

_____ _____ _____

_____ _____ _____

_____ _____ _____

11. Are specific units or topics on career awareness a part of the written Board-approved curriculum for your classes? Yes _____ No _____

12. Have you participated in the formal review or revision of the Board-approved written curriculum? Yes _____ No _____ If yes, when? _____(year)

RESOURCES INVENTORY: EXHIBIT B

Which of the following resources have you used to teach Career Education in your class? (How often?)

	As a planned part of the curriculum	Spontaneously but not as a regular part of curriculum	Rarely included	Never included	Not available for my use	Approximate number of times used last school year
1. Learning Activity Package						
2. Simulations						
3. Games						
4. Puzzles						
5. Individualized instruction						
6. Small group instruction						
7. Large group instruction						
8. Independent study						
9. Resource and learning centers						
10. Individualized Learning centers (in classroom)						
11. Tutorial						
12. Parent participation						
13. Paraprofessionals and/or aides						
14. Team teaching						
15. Student assistants for instruction						
16. Libraries						
17. Guest speakers						
18. Role-playing						
19. Field trips						
20. Films and filmstrips						
21. Tapes						
22. Newspapers and magazine articles						
23. Inter-department activities (specify)						
24. Other (specify)						

TEACHER QUESTIONNAIRE: General Information EXHIBIT C

Name: _____

School: _____ District: _____

Grade levels taught: _____

Department/major subject areas taught: _____

_____ Date: _____

Number of years in teaching: _____ Number of years in district: _____

Number of years in present position and/or school: _____

Highest degree held: _____
(major subject area) (No. of units)

Approximate date of last college course taken (e.g. spring or summer, 1972): _____

_____

List types of occupations other than teaching in which you have participated. _____

_____

_____

_____

Answer briefly and clearly the following:

1. During the past three years have you received any special, inservice or college training on:

	Yes	No
a. use of performance objectives?	_____	_____
b. concepts of career education?	_____	_____
c. use of career information and awareness in the classroom?	_____	_____
d. how to re-design courses to include more career awareness materials?	_____	_____
e. use of instructional resource centers?	_____	_____

2. Regardless of the answers to each part of question # 1, would you like to have the opportunity to attend special or inservice training sessions on:

	Yes	No
a. performance objectives?	_____	_____
b. career education concepts?	_____	_____
c. use of career information?	_____	_____
d. curriculum re-design?	_____	_____
e. instructional resources?	_____	_____

3. Overall, what portion of your time spent in classroom teaching was devoted to any aspect of career education during the last school year?

_____ None _____ 0-5% _____ 6-10% _____ 11-25% _____ More than 25%

EXHIBIT C (con't)

4. Based on your estimated answer to question # 3, would you be willing to devote more time to career education in the classes you teach?

   Yes _____ No _____

   If yes, what percent of your teaching effort do you think is appropriate for career education in the classes you teach? _____ On what basis do you make this estimate? _____

   If no, why do you believe that no more teaching effort on career education is appropriate in your classes?

   _____

   _____

5. During the past three years, have you developed any instructional materials on career education for use in your classes?

   Yes _____ No _____

   If yes, describe the materials and how you use them. _____

   _____

   _____

6. As a part of your regular classroom activities, do you attempt to identify individual students' career goals?

   Yes _____ No _____

   If yes, how do you do this? _____

   _____

   _____

7. Have you ever referred a student to a counseling office or career center for career exploration or other career information?

   Yes _____ No _____

   Not available _____

8. Have you ever referred a student to a counselor for testing of interests and aptitudes as part of helping the student identify career choices?

   Yes _____ No _____ Not available _____

   If yes, how often did you do so last school year? _____

   In your judgment, was such testing helpful and satisfactorily done?

   Yes _____ No _____ Explain your answer _____

   _____

   _____

STUDENT SURVEY – EXHIBIT D

GRADE 3 4 5 6

Directions:

This is not a test and we expect everyone to have different answers. You don't need to put your name on this. Below are a few questions for you to think about. After I have read each question to you, put a check in one of the boxes.

1. Do you think there are some jobs that are not important?

   yes _____ no _____

2. Do you think that most people could do well in more than one job in their lifetime?

   yes _____ no _____

3. When you have finished high school, will there be different jobs than there are now?

   yes _____ no _____

4. Does being a girl make a difference in getting a job?

   yes _____ no _____

5. Does a person's size make a difference in what job they choose?

   yes _____ no _____

6. Do you think it will be easier for a person to get a job if the person is neat and clean?

   yes _____ no _____

7. Does how well you do in school make a difference in what job you can choose?

   yes _____ no _____

8. Will the job you choose make a difference in how much free time you have?

   yes _____ no _____

9. Can your hobbies help you choose a job?

   yes _____ no _____

10. Do you have to go to college to get a good job?

    yes _____ no _____

11. Does every job have its bad points?

    yes _____ no _____

EXHIBIT D (con't)

12. Do you think that how you feel about yourself might make a difference in picking a job?

yes _____ no _____

13. Do you think that most people are happy with their jobs?

yes _____ no _____

14. Do you think that the best jobs are the ones in which you make a lot of money?

yes _____ no _____

Directions:

Now look at Part II. There are more than two choices for each question. After I have read each question to you, put a check on one of the lines.

1. Which person do you think should choose your future job?

my parents _____

my teacher _____

myself _____

2. A good education will:

get you a lot of money _____

make you feel important _____

get you a good job _____

make you happy in your work _____

3. My biggest problem is:

school work _____

getting along with my friends _____

getting along with my family _____

4. People work because:

they want to have money _____

they like their jobs _____

they have nothing else to do _____

EXHIBIT E
CAREER DEVELOPMENT INVENTORY

Grades 7 – 14

School _____ District _____

Grade level _____ Male _____ Female _____

1. During the past year I have thought about a possible career
   a. not at all
   b. at least once
   c. several times
   d. many times

2. I get the most help in exploring my career possibilities from
   a. teachers
   b. counselors
   c. parents
   d. mass media (books, magazines, TV, movies, radio)
   e. I get no help at all

3. My choice of a career is
   a. very important to me
   b. important to me
   c. not so important to me
   d. I couldn't care less

4. I am most interested in the following school subject areas: (indicate only first choice)
   a. agriculture science
   b. business education (merchandising)
   c. English
   d. music - fine arts
   e. foreign language
   f. home economics
   g. health science
   h. mathematics
   i. physical education
   j. social science
   k. industrial arts
   l. food services.

5. To be successful in my classes, I need the most help in
   a. acquiring study skills
   b. completing course assignments
   c. earning satisfactory grades
   d. maintaining satisfactory citizenship ratings
   e. using time wisely

EXHIBIT E (con't)

6. I chose my electives because
   a. I want to be with my friends
   b. I like the teacher
   c. I like the subject
   d. these electives will be helpful to a future career
   e. I do well in these areas

7. During the past year, my teachers related the subject of the class to the world of work
   a. often
   b. occasionally
   c. rarely
   d. never

8. During the past year the class in which I received the most information about the world of work was:

   (use list a through l from question # 4 on the previous page)

9. Based upon the facts I have now, my plans for the future are
   a. no definite plans right now
   b. to go right to work with no further education
   c. to graduate from high school and go right to work with no further education
   d. to graduate from high school and become a housewife
   e. to graduate from high school and work for a company which will train me on the job or send me to school
   f. to graduate, then enter military service and go to school there
   g. to enter military service and go to school after I get out
   h. attend a private technical, trade, business or beautician school
   i. to take some junior college or adult education courses
   j. to complete a junior college program (degree or certificate)
   k. go to a junior college and then transfer to a four-year college
   l. go right to a four-year college or university

10. I need the most help with
    a. tests that will help me with my career plans and decisions
    b. high school course selection
    c. personal problems
    d. jobs or occupations after high school
    e. college or college plans

11. In planning my career, I need the most help with
    a. training requirements
    b. salaries and pay scales
    c. work and social roles
    d. job skills and behaviors
    e. job trends and opportunities
    f. all of the above

EXHIBIT E (con't)

12. I am most interested in

a. outdoor work
b. mechanical work
c. working with numbers
d. scientific work
e. work with my hands
f. sales work, advertising, public relations
g. work that uses my artistic ability
h. work that uses my musical ability
i. work that involves reading and writing
j. work in which I am of direct service to other people
k. secretarial or clerical type of work
l. I do not know

13. In the occupational field I chose in Item # 12, I can name _____ jobs within the field.

a. 1 or 2
b. 3 or 4
c. 5 or more

14. I think my strongest aptitude is

a. verbal (ability to work well with and understand written materials)
b. numerical (ability to work well with numbers and mathematics)
c. physical (ability to use my hands and body well)
d. spatial (ability to picture something in my mind from a drawing)
e. clerical (attention to detail and knowledge of alphabet and grammar)
f. mechanical (ability to work well with machines or tools)
g. social (ability to work well with other people)
h. scientific (ability to apply knowledge or technical skill in a systemized manner)
i. sales (ability to communicate well with others for the purpose of selling ideas or goods)

15. How sure am I that my response to question # 14 really is my strongest aptitude?

a. certain
b. very sure
c. a little uncertain
d. very uncertain

16. My strongest work skills are

a. using special tools and machines
b. following directions
c. getting along with people
d. using data (words and numbers)
e. completing assigned tasks on time
f. two or more of these
g. I do not know

17. My leisure time activities are related to my school subjects

a. to a great extent
b. somewhat
c. not at all

EXHIBIT F

COMMUNITY INVENTORY

1. Do you have opportunities within your organization which would provide for student experiences and/or activities which would enhance their career endeavors?

   Yes _____ No _____

2. To what extent are these available?

   _____ Never _____ Frequently _____ Very often

   _____ Occasionally _____ Continuously

3. For what age levels do your opportunities exist?

   _____ Preschool – grade 6
   _____ Grades 7–9
   _____ Grades 10–12
   _____ Grades 13–14 and beyond

4. Check the appropriate educational media available through your organization.

   _____ a. printed material
   _____ b. audio-visual material
   _____ c. speakers
   _____ d. tours
   _____ e. samples

5. Check or list the appropriate types of on-the-job career opportunities available within your facility for students.

   _____ a. exploratory work experience
   _____ b. paid work experience
   _____ c. voluntary work experience
   _____ d. other:

6. If "on-the-job" career opportunities do **not** exist within your organization, would you be willing to implement such programs?

   Yes _____ No _____

7. What is the advancement potential for a student involved with your organization?

   _____ none
   _____ some
   _____ to a considerable degree

EXHIBIT F (con't)

8. Which of the following would reflect your greatest benefit from student involvement with your organization?

_____ a. being educationally concerned and acting to satisfy a community need

_____ b. having an inexpensive labor source

_____ c. having trained potential full-time employees

_____ d. other

ADDITIONAL COMMENTS: _____

_____

_____

_____

EXHIBIT G

CAREER EDUCATION PROGRAM SURVEY

Instructions:

You are being asked to read the statement and respond according to the way you feel about the statement.

Please respond to each statement, only once, by making a check in the appropriate column.

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1. Most students should receive supervised on-the-job training and supervision.					
2. Most school administrators should endorse a career education program for their schools.					
3. Developing sound attitudes toward work should be one of the roles of the school.					
4 In addition to developing sound attitudes toward work, the career education program should provide students an early opportunity to learn an employable skill.					
5. Today's school program should specifically prepare students to go to work.					
6. The college-bound student should be exposed to career education.					
7. The school and community should work together in developing desirable student work habits and attitudes.					
8. Each student should have the opportunity to explore and identify the job opportunities available to them in the community.					
9. The counselors and teachers should provide career guidance through individual and group conferences.					
10. If I were a teacher I would like to provide career education within the classroom.					
11. Career education programs should provide the student with the opportunity to leave school for part of the day to go to work in order to learn an employable skill.					
12. Current job availability and job placement information should be made available to all students.					
13. In my mind there is a distinct difference between the caliber of students in vocational courses and those students enrolled in other school courses.					
14. Would you be willing to take an active part in promoting career education in this?					
15. Would you be willing to offer your services and/or business for the promotion of career education?					
16. Would you be willing to train students on a non-paid basis for work in your line of business?					
17. Would you care to make any special comments about the career education program?					

Please comment in the space below. Should additional space be needed, please use the reverse side.

EXHIBIT H

POST TESTS AND SURVEYS

ORANGE COUNTY CONSORTIUM
CAREER EDUCATION MODEL
ADMINISTRATOR/TEACHER

Directions: Answer each of the following questions by marking the appropriate response on the answer sheet:

1. What is your present position in your school?
   a. Teacher
   b. Counselor
   c. Administrator
   d. Other

2. What grade level do you work with most?
   a. K–6
   b. 7–9
   c. 9–12
   d. 13–14
   e. Other (Continuation School, R.O.P., Adult, etc.)

3. I have been a Career Education Facilitator in my school.
   a. Yes
   b. No

4. Sometime during the past three years I have worked on developing career education materials or curriculum units.
   a. Yes
   b. No

5. I have used Career Education materials or one or more curriculum unit(s) in my class sometime during the past three years.
   a. Yes
   b. No

6. Sometime during the past three years, I have participated in a faculty meeting, inservice workshop, or session sponsored and conducted by the Orange County Career Education Consortium.
   a. Yes
   b. No
   c. I don't know

7. Have you discussed career education during the past year in any of your classes?
   a. Yes
   b. No

8. If you answered YES to # 7, to what extent did you talk about employment opportunities, career preparation, work or related topics?
   a. Rarely
   b. Occasionally
   c. Frequently
   d. At every appropriate opportunity

EXHIBIT H (con't)

9. I believe that my students consider careers they would like to enter after leaving school as:
   a. Very important to them
   b. Somewhat important
   c. Not very important
   d. Not at all important

10. Mark **one** of the following items which you consider to be the most helpful for your students.
   a. By taking interest tests to help them understand what kinds of work they would enjoy
   b. Planning and selecting further courses in school
   c. Helping them to solve some personal problems
   d. Helping them find a job or entering an occupation after leaving school
   e. Helping them make plans for college.

11. I believe that students need the most help in future careers with: (check one)
   a. Finding out about what skills are needed
   b. Finding out about pay and fringe benefits of different types of work
   c. Learning about the way they would have to behave in different types of work
   d. Finding out about what education and job skills are needed to enter different types of work

12. Do you believe students in high school have given serious thought about a career after they leave school?
   a. Yes
   b. No

13. Where do you think students get the most help in exploring career possibilities?
   a. Teachers
   b. Counselors
   c. Parents/other adults
   d. Mass media (books, TV, magazines, etc.)
   e. Other students

14. Do you believe that career education can help students better understand why certain subjects are taught in school?
   a. Yes
   b. No

15. Do you believe that school should prepare students for some type of work?
   a. Yes
   b. No

16. Do you think that school should help students find a job after graduation?
   a. Yes
   b. No

EXHIBIT H (con't)

17. Mark **one** of the following responses to indicate your assessment of career education **in your school**:
    a. It has made an impact on the curriculum.
    b. It is a static concept.
    c. It is a growing concept.
    d. It is decreasing in influence.
    e. It is increasing in influence.

18. In my classes, attitudes toward work were taught:
    a. As a planned part of the curriculum
    b. Occasionally but not as a regular part of instruction
    c. Rarely
    d. Never

19. In my classes, attitudes toward leisure were taught:
    a. As a planned part of the curriculum
    b. Occasionally but not as a regular part of instruction
    c. Rarely
    d. Never

20. In my classes, student ideas and questions on career information were formally encouraged:
    a. As a planned part of the curriculum
    b. Occasionally but not as a regular part of instruction
    c. Rarely
    d. Never

21. In my classes, opportunities for students to solve problems and make decisions about career choices were taught:
    a. As a planned part of the curriculum
    b. Occasionally but not as a regular part of instruction
    c. Rarely
    d. Never

22. In my classes, I taught career awareness:
    a. As a planned part of the curriculum
    b. Occasionally but not as a regular part of instruction
    c. Rarely
    d. Never

23. In my classes, I taught economic awareness:
    a. As a planned part of the curriculum
    b. Occasionally but not as a regular part of instruction
    c. Rarely
    d. Never

24. In my classes, educational and training requirements for various occupations were stressed:
    a. As a planned part of the curriculum
    b. Occasionally but not as a regular part of instruction
    c. Rarely
    d. Never

EXHIBIT H (con't)

25. In my classes, employment skills and job requirements for a variety of occupations were taught:
    a. As a planned part of the curriculum
    b. Occasionally but not as a regular part of instruction
    c. Rarely
    d. Never

26. In my classes, the self-concept of students as it relates to the world of work was taught:
    a. As a planned part of the curriculum
    b. Occasionally but not as a regular part of instruction
    c. Rarely
    d. Never

Answer briefly and clearly the following:

During the past three years have you received any special inservice or college training on: (check those that apply)

		Yes	No
27.	Use of performance objectives?	a)_____	b)_____
28.	Concepts of career education?	a)_____	b)_____
29.	Use of career information and awareness in the classroom?	a)_____	b)_____
30.	How to redesign courses to include more career awareness materials?	a)_____	b)_____
31.	Use of instructional resource centers?	a)_____	b)_____

32. Have you ever referred a student to a counseling office or a career center/area for career exploration or other career information?
    a. Yes
    b. No
    c. Not available

33. Have you ever referred a student to a counselor for testing of interests and aptitudes as part of helping the student identify career choices?
    a. Yes
    b. No
    c. Not available

Questions 34 and 35 are for Intermediate and High School teachers **only**.

Please indicate on questions 34 and 35 the **one** subject grouping in which you spend a majority of your teaching time.

34. a. Math/Science
    b. Social Studies
    c. English/Reading
    d. P.E./State requirements
    e. Foreign language

EXHIBIT H (con't)

35. a. Business
    b. Music/Art
    c. Home Economics/Agriculture/Special Education
    d. Industrial Arts

EXHIBIT I

ORANGE COUNTY CONSORTIUM
CAREER EDUCATION MODEL
STUDENT POST TEST (7–14)

Directions: Mark on the answer sheet the response that best reflects your belief or answer to each of the following questions.

General Information

1. a. male
   b. female

2. a. grade 6
   b. grade 7
   c. grade 8

3. a. grade 9
   b. grade 10
   c. grade 11
   d. grade 12

4. a. grade 13
   b. grade 14

5. a. adult

6. How long have you attended your present school?
   a. less than 3 months
   b. 3 months to 1 year
   c. 1 to 2 years
   d. 2 to 3 years
   e. 3 years or longer

7. Have you discussed career education during this year in any of your classes?
   a. Yes
   b. No

8. If yes, to what extent did you talk about employment opportunities, career preparation, work, or related topics?
   a. Rarely
   b. Occasionally
   c. Frequently
   d. At every appropriate opportunity

9. Consideration of the career or careers I would like to enter after leaving school is:
   a. Very important to me
   b. Somewhat important
   c. Not very important
   d. Not at all important

EXHBIT I (con't)

10. Mark **one** of the following items that you would like the **most help with** while you are still in school.
    a. Taking interest tests to help me understand what kinds of work I would enjoy
    b. Planning and selecting further courses in school
    c. Helping to solve some personal problems
    d. Finding a job or entering an occupation after leaving school
    e. Making plans for college

11. In thinking about any future career or careers, I need the **most help** with:
    a. Finding out about what skills are needed
    b. Finding out about pay and fringe benefits of different types of work
    c. Learning about the way I would have to behave in different types of work
    d. Finding out about what education and job skills are needed
    e. Learning about the chances for advancement and personal growth in different types of work

12. Have you given serious thought to a career after you leave school?
    a. Yes
    b. No

13. Where do you get the most help in exploring career possibilities? **(Mark one only)**
    a. Teacher
    b. Counselors
    c. Parents/other adults
    d. Mass media (books, TV, magazines, etc.)
    e. Other students

14. Do you believe that career education can help you better understand why certain subjects are taught in school?
    a. Yes
    b. No

15. Do you believe that school should prepare you for some type of work?
    a. Yes
    b. No

16. Do you think that school should help you find a job after graduation?
    a. Yes
    b. No

17. Mark **one** of the following responses to indicate your assessment of career education **in your school**:
    a. It is not very important
    b. It is growing in importance
    c. It is decreasing in importance
    d. I do not know

EXHIBIT J

ORANGE COUNTY CONSORTIUM
CAREER EDUCATION MODEL
ELEMENTARY K–6

Directions:

This is not a test and we expect everyone to have different answers. You don't need to put your name on this. Below are a few questions for you to think about. After I have read each question to you, mark your answer sheet to indicate your choice. **MAKE ONLY ONE CHOICE.**

General Information:

1. a. Male
   b. Female

2. a. Grade 3
   b. Grade 4
   c. Grade 5
   d. Grade 6

3. Do you think there are some jobs that are not important?

   a. Yes b. No

4. Do you think that most people could do well in more than one job in their lifetime?

   a. Yes b. No

5. Does being a girl make a difference in getting a job?

   a. Yes b. No

6. Does a person's size make a difference in what job they choose?

   a. Yes b. No

7. Do you think it will be easier for a person to get a job if the person is neat and clean?

   a. Yes b. No

8. Does how well you do in school make a difference in what job you can choose?

   a. Yes b. No

9. Will the job you choose make a difference in how much free time you have?

   a. Yes b. No

EXHIBIT J (con't)

10. Can your hobbies help you choose a job?

    a. Yes b. No

11. Do you have to go to college to get a good job?

    a. Yes b. No

12. Does every job have its bad points?

    a. Yes b. No

13. Do you think that how you feel about yourself might make a difference in picking a job?

    a. Yes b. No

14. Do you think that most people are happy with their jobs?

    a. Yes b. No

15. Do you think that the best jobs are the ones in which you make a lot of money?

    a. Yes b. No

16. Which person do you think should choose your future job?

    a. My parents My teacher Myself

17. A good education will:

    a. get you a lot of money b. make you feel important
    c. get you a good job d. make you happy in your work

18. My biggest problem is:

    a. school work b. getting along with my friends
    c. getting along with my family

19. People work because:

    a. they want to have money b. they like their jobs

LETTER TO ACCOMPANY EXHIBIT K

Dear Graduate:

This survey was designed to enable educators to discover prevailing attitudes toward a new concept in education – Career Education. We would appreciate your assistance in completing this survey.

The Orange and Santa Ana Unified School Districts and the Rancho Santiago Community College District have developed a Career Education Model designed to prepare students and adults for the WORLD OF WORK. This program was designed to cause the student to develop career awareness, understanding of themselves, their interests, desires and capabilities.

Thank you for your assistance with this survey. We value your time and your opinion. Your responses, as given today, will help guide our decision-making and future program planning.

Please return the answer sheet in the enclosed stamped envelope.

EXHIBIT K

CAREER EDUCATION SURVEY

Instructions: You are being asked to read each statement and respond according to the way you feel about the statement. Please respond to each statement, only once, by making an appropriate mark on the answer sheet provided.

Please use a pencil.

1. Most students should continue to receive supervised on-the-job training and supervision.

   a. Strongly Agree
   b. Agree
   c. No Opinion
   d. Disagree
   e. Strongly Disagree

2. Most school administrators should continue to endorse a Career Education effort for their schools.

   a. Strongly Agree
   b. Agree
   c. No Opinion
   d. Disagree
   e. Strongly Disagree

3. Developing sound attitudes toward work should continue to be one of the roles of the school.

   a. Strongly Agree
   b. Agree
   c. No Opinion
   d. Disagree
   e. Strongly Disagree

4. In addition to developing sound attitudes toward work, the Career Education effort should continue to provide students with an early opportunity to learn an employable skill.

   a. Strongly Agree
   b. Agree
   c. No Opinion
   d. Disagree
   e. Strongly Disagree

5. The college-bound student should continue to be exposed to Career Education.

   a. Strongly Agree
   b. Agree
   c. No Opinion
   d. Disagree
   e. Strongly Disagree

6. The school and community should continue to work together in developing desirable student work habits and attitudes.

   a. Strongly Agree
   b. Agree
   c. No Opinion
   d. Disagree
   e. Strongly Disagree

EXHIBIT K (con't)

7. Each student should continue to have the opportunity to explore and identify the job opportunities available to him/her in the community.

   a. Strongly Agree
   b. Agree
   c. No Opinion
   d. Disagree
   e. Strongly Disagree

8. The Career Education effort should continue to provide the student with the opportunity to leave school for part of the day to go to work in order to learn an employable skill.

   a. Strongly Agree
   b. Agree
   c. No Opinion
   d. Disagree
   e. Strongly Disagree

9. Current job availability and job placement information should continue to be made available to all students.

   a. Strongly Agree
   b. Agree
   c. No Opinion
   d. Disagree
   e. Strongly Disagree

10. In my mind there is **not** a distinct difference between the caliber of students in vocational courses and those enrolled in other school courses.

    a. Strongly Agree
    b. Agree
    c. No Opinion
    d. Disagree
    e. Strongly Disagree

11. I am presently:

    a. working full-time
    b. working part-time
    c. seeking work
    d. a homemaker
    e. none of the above

12. I am a student at a:

    a. Community College
    b. College or University
    c. Trade or Technical School
    d. None of the above

Please return the answer sheet in the enclosed stamped envelope.

STAFF UTILIZATION

An essential link in any Career Education Program involves the use of key personnel in the designated schools in each district. Experience has shown that administrative efforts at their maximum efficiency are relatively ineffective unless a staff member at the school level is available to implement the administrative decisions. Although one such person at the elementary and intermediate level is sufficient, two or more staff members to coordinate activities may be necessary in high schools which involve total staffs of 100 or more.

Whether the personnel selected for the coordinating tasks at the school level is called a coordinator, staff liaison or facilitator, is immaterial; however, the person should be identified as such and should be recognized by the remainder of the staff in terms of career education know-how. A sample job description and application is included for your use in selecting appropriate personnel. (See Exhibits A and B).

It is extremely important that school facilitators should be fully aware of their responsibilities from the onset and that regular meetings be scheduled with the entire cadre of facilitators, a minimum of once each month, perhaps more often depending on individual circumstances. Separate meetings might be held with elementary, intermediate, and high school facilitators, depending on the size of the staff involved. At these meetings, several things can be accomplished which, when taken back to individual schools will insure success of any career education venture. First, facilitators can gain first-hand knowledge of new media available commercially in career education. Demonstrations can be arranged through sales representatives from those companies having media material in this area. Second, facilitators can be kept aware of current thinking in career education from federal, state, and other local sources. Third, the meetings can be a time of sharing useful ideas which are brought from participating sites. This manner of dissemination can be very effective. Fourth, these meetings give administrators important and vital feedback in order to make future decisions. Finally, it is evident that through the give and take of the facilitator meetings, inservice techniques can be transmitted to facilitators who in turn can inservice their home school staffs.

In addition to the verbal feedback from sessions involving facilitators and administrative staff, it is important that a written record be kept of activities in career education at school sites. The format shown in Exhibit C has proven to be a most suitable means for accomplishing this task.

Finally, facilitators should be selected who are both competent teachers in their own right, and who have the utmost respect of their colleagues, if they are to be effective people in causing career education to become a reality at their respective site. It will be a mammoth job for those involved, and although it is possible that compensation may be provided depending on district resources, the time which must be committed will demand conscientious and dedicated individuals.

EXHIBITS

EXHIBIT A

CAREER EDUCATION PROJECT ORANGE COUNTY CONSORTIUM

Job Description

Career Education Facilitator

1.0 Job Description

Overtime assignment to act as a facilitator for teachers and administrators in the Career Education Project target schools.

2.0 Qualifications

2.1 Possess a California teaching credential.

2.2 Possess a background or strong interest in career education.

2.3 Teaching assignment in a target school.

3.0 Responsibilities

3.1 Assist in project inservice and staff development programs.

3.2 Assist with the design and planning of career education resource centers.

3.3 Assist with the selection and purchase of supplies and equipment for implementation of the Career Education Project activities.

3.4 Assist in the implementation of career education infusion units and related media in the target schools.

3.5 Act as liaison between target school teachers, counselors, administrators and the Project Managment Team.

3.6 Assist in utilizing community resources with regard to career education activities.

3.7 Assist with the development of a school/community public relations program in order to build a stronger image for career education in the three districts.

3.8 Attend all designated meetings and report back to school staffs.

3.9 Prepare and submit monthly reports on the above career education activities.

3.10 Perform other duties as assigned.

EXHIBIT B

CAREER EDUCATION EXTRA SERVICE APPLICATION

Please return this application to your building principal as soon as possible.

Name _____ School _____

1. Total years teaching experience _____
   A. grade level(s) _____
   B. subject areas _____
2. Total years teaching experience in Orange Unified School District _____
3. Total years teaching experience at your school _____
4. What experiences have you had that would qualify you for this extra service assignment?

   _____

   _____

   _____

5. Please write a brief statement describing your contribution in terms of the Career Education Project if you are selected as facilitator for your school, and how you would implement career education activities with your faculty.

   _____

   _____

   _____

EXHIBIT C

Facilitator _____

MONTHLY CHECKSHEET

School _____

Date _____

This form is to be turned in to your building principal on the first school day of each month.

Please attach **all** the following forms:

1. Career Education Media Record _____
2. Career Education Curriculum Record _____
3. Field Trip Record _____
4. Guidance Report _____
5. Inservice Record _____
6. Newsletter Release _____
7. Career Activity Report _____
8. Career Speaker Record _____

_____

Principal's Approval

EXHIBIT C–1

CAREER MEDIA EVALUATION RECORD

Type: _____ Filmstrip _____ Commercial

_____ Sound/tape _____ Non-Commercial

_____ Film

_____ Other

Grade Level: _____

Title: _____

Where available: _____

_____

_____

_____

Subject matter: _____

Date of showing: _____

Evaluation:

Excellent _____ Good _____ Fair _____ Poor _____

Comments:

EXHIBIT C–2

CAREER EDUCATION CURRICULUM RECORD

Title of Unit	Grade Level	Teacher/Subject Area	Room	Date to be Implemented	F T
62					63

EXHIBIT C–2

CAREER EDUCATION CURRICULUM RECORD

	Grade Level	Teacher/Subject Area	Room	Date to be Implemented	Pre Test	Post Test	Number of Students
62					63		

EXHIBIT C–3

FIELD SCHEDULE

Field trip to: _____

Career emphasis: _____

Grade level: _____ Teacher: _____ Number of students: _____

Date: _____ Contact person: _____

Evaluation: Excellent _____ Good _____ Poor _____ Not recommended _____

Field trip to: _____

Career emphasis: _____

Grade level: _____ Teacher: _____ Number of students: _____

Date: _____ Contact person: _____

Evaluation: Excellent _____ Good _____ Poor _____ Not recommended _____

Field trip to: _____

Career emphasis: _____

Grade level: _____ Teacher: _____ Number of students: _____

Date: _____ Contact person: _____

Evaluation: Excellent _____ Good _____ Poor _____ Not recommended _____

Field trip to: _____

Career emphasis: _____

Grade level: _____ Teacher: _____ Number of students: _____

Date: _____ Contact person: _____

Evaluation: Excellent _____ Good _____ Poor _____ Not recommended _____

Field trip to: _____

Career emphasis: _____

Grade level: _____ Teacher: _____ Number of students: _____

Date: _____ Contact person: _____

Evaluation: Excellent _____ Good _____ Poor _____ Not recommended _____

EXHIBIT C–4

SECONDARY GUIDANCE FORM

1. Approximate number of students utilizing the Career Guidance Center this month.

   _____

2. Approximate number of groups of students utilizing the Career Guidance Center.

   _____

3. Number of students given: "Job–O" _____

   OVIS _____

   Other _____

4. Number of teachers assigning their classes to utilize the Center _____

5. Names of teachers who utilized the Center for their students:

   _____

   _____

   _____

   _____

6. Number of visitations to the classroom by counselors to provide career information.

   _____

7. Other activities.

EXHIBIT C–5

INSERVICE RECORDS

Date of Inservice _____ Time _____

Number of people in attendance _____

Teachers _____ Counselors _____ Parents _____ Students _____

Other _____

Subject of Inservice _____

_____

Brief description of what transpired (attach agenda):

Problems to be reconciled for future inservice:

EXHIBIT C–6

CAREER EDUCATION NEWS RELEASE

Attach to monthly Facilitator Report.

If photographs are to accompany news release, please schedule enough in advance to allow for planning the photographer's time.

Date _____

News Release:

EXHIBIT C–7

CAREER ACTIVITY REPORT

From the following list of career oriented activities, note those that occurred this month in your school. Please describe each activity using a short paragraph.

Career "moment" and/or unique approaches to career education. Describe:

Interdisciplinary approaches to career education. Describe:

Cross-age and/or tutorial career education activities. Describe:

EXHIBIT C–8

CAREER SPEAKER RECORD

Career Speaker _____

Address _____

Phone Contact _____

Date _____ Number of Students Attending _____

Number of Teachers Attending _____

TOPIC OF PRESENTATION: _____

RATING OF SPEAKER EFFECTIVENESS:

How well did the speaker cover his/her topic?

Excellent _____ Good _____ Fair _____ Poor _____

Would you recommend this speaker to others? Yes _____ No _____

COMMENTS:

P.A.M.E.S.
PROJECT ACTIVITY MANAGEMENT & EVALUATION SYSTEM

Introduction

The Project Activity Management and Evaluation System (PAMES) is designed to respond to a need for a concise method of relating project proposals and evaluation systems to a viable management plan. Quite often evaluation systems (or proposals for that matter) are not coupled with any specific management plan. Hence the evaluation of projects is seen as an appendage to the project rather than an integral part. This lack of an overall system tends to create more confusion than clarity for both those involved with the actual management of a project and those who are charged with the evaluation or auditing function.

PAMES is a system which can be used to bridge the gap between management and evaluation. Indeed, the system should be used as the basis for proposals for it clearly defines the questions of what is going to be done, why, by whom, and how will you know if you have reached the objectives? Furthermore, PAMES can be used to relate both the process and product outcome of a project. Too often, the evaluation design is concerned with pre-post types of instruments and neglects the analysis of the process whereby the objectives were achieved. In addition, PAMES will provide the project administrator with an organized blueprint of the project, thus providing for a management system that relates the activites to the personnel affected.

A Description

The Project Activity Management and Evaluation System is intended to serve three purposes: to provide the basic format for proposals, a management system, and an evaluation plan. PAMES includes four major sections: Overview of the Project, Major Project Activities, Time-Line Management Chart, and Program Budget.

Most other types of proposal formats are structured around a hierarchy of goals-objectives-activities, Although PAMES deals with the goal-objectives hierarchy, it is activity oriented. This is purposely done for three reasons. The first is that management of a project deals primarily with activities to be accomplished. Surely these activities are planned in order to meet some general goal or specific objective, but project directors have to deal with concrete activities. Thus PAMES is constructed to provide the type of pragmatic assistance that is so desperately needed in education today. The second reason for the activity orientation is to provide a realistic checklist for the administrator. Certainly in the final analysis, the administrator is interested in ascertaining the degree to which the goals and objectives of the program have been met. This, however, is a terminal function and does not lend itself to constant or interim evaluation techniques. Thirdly, the PAMES provides a clear description of the project activities and how they relate to the goals and objectives, the evaluation design, and the budget.

Part I: Overview of the Project

Since PAMES deals with discrete aspects or activities of the project, some overview which focuses on the interrelationship of individual activities is necessary. The overview should serve two purposes: (1) to provide readers (evaluators, funding agency, etc.) with an understanding of the total project, and (2) to demonstrate the rationale for the particular component mix being proposed.

The overview should include:

1. A general description of the project.
2. Scope of the project.

1. **General description of the Project**: This section should deal with a statement of the basic rationale for the project. Included in the statement should be a description of the community and educational setting. It is intended for this statement to be concise and to the point, being careful to focus on the "big picture" rather than any of its component parts.

2. **Scope of the Project**: The second aspect of the overview section should clearly identify the size of the school system to be affected by the project. Number of students, grade level, schools, staff, etc. should be listed. If the project is directed toward a specific population within the school setting, this also should be identified. As with the other section of Part 1, every effort must be made to be concise and to the point. Often a chart illustrating the scope of the project is appropriate here.

Part II: Major Functions

Each major function should be individually displayed so that the reader and author clearly understand what is going to happen and why. One of the most critical decisions to be made at this juncture is to identify the **specific activities** that will be conducted during the span of the project. At this level of PAMES, only major activities should be included such as teacher training, major developmental efforts or curriculum development. Obviously, the degree of specificity depends upon the nature of the project. For example, if **the total project** is curriculum development, then major activities which lead to the development of the curriculum should be identified.

By identifying the activity in the manner illustrated in Exhibit B, all parties concerned with the project can clearly see the rationale for the activity, the goals, the objectives, and the evaluation procedures. Specifically, Part II of PAMES includes:

1. **Rationale**: Few projects require a statement of rationale for the inclusion of a specific activity. The rationale should be a statement which indicates why it is **logical** for the activity to be included in the project. This statement is critical to the total integrity of the project and should be viewed with great concern. A hypothetical example of such a rationale would be as follows: If field trips were a major activity for the project, the statement might read, "On site visits, where students can talk with workers and actually see them performing their jobs, are the most effective way of introducing students to the world of work." The rationale is **not a description**, nor is it a statement of goals or objectives, but rather, a "raison d'etre" for the inclusion of the activity. The statement of rationale will assist both those involved in the planning process and those who are responsible for funding the project to realize the importance of allocating resources to the activity.

2. **Summary Description**: The summary description of the activity should include:

   --number of student/schools, and/or staff involved,
   --grade level (if applicable),
   --community involvement (if any).

   With an example such as "field trips," a summary description might be: "All 165 students in the sixth grade at Lincoln Elementary School will be visiting businesses within a fifty mile radius. Parents and teachers will accompany them. Students will be assigned to particular trips through the year according to their interests. Students will actually meet and talk with workers."

The district administrators can take the summary description and sub-divide it into tasks to carry out the activity. Hence, the description will serve as the basis for further refinement of the management and evaluation plan.

3. **Goals to be achieved by the inclusion of the activity in the project**: In some cases, more than one goal can be identified for each activity. However, the goals must relate directly to the activity being described. Goals are general, timeless, and do not contain elements of measurement. It is quite conceivable that a similar goal can be identified for more than one activity. Hence, the PAME System will allow for re-categorizing the activity under specific goal statements if this is necessary to conform to other requirements of the funding agency. However, since one of the purposes of PAMES is to assist the administrator in establishing a management plan, the goals are stated separately under the heading of an activity, rather than the opposite.

4. **Specific objectives of the activity, including evaluation procedures for each**: The reason specific objectives are set for each activity is to provide some operational measure by which to evaluate whether or not the activity is effectively achieving its goals. Specific objectives with time frame and level of measurement **with an appropriate measurement procedure** makes sound evaluation possible.

Perhaps the objectives and evaluation procedures for curriculum development would be similar to Exhibit B.

Part III: Time-Line Management Chart

The achievement or accomplishment of activities will usually require a coordinated effort by a number of people. In order for the project to run smoothly, it is imperative that some preliminary plan be developed which isolates the different sub-tasks to be performed and integrates this information over time with the personnel available. A number of systems can be used to display the what, who and when information (i.e., what tasks must be completed? Who is going to do them? and When will they be accomplished?). The system incorporated in PAMES is intended to provide the maximum assistance for project management and project evaluation, and at the same time simple enough for the inexperienced project designer to complete. Exhibit A illustrates the format to be used whether the major function is curriculum development, inservice training of teachers, or creation of a community resource list. In all cases, success depends on a cooperative effort by a number of people. The same is true of evaluation; if baseline data is to be collected, who is going to collect it and when? If a random sample of students is to be tested, who is going to choose the sample? If a test instrument is to be found or created, who is going to do it and when will it be ready and administered?

Please note on Exhibit A that personnel and time periods involved are listed for each task to be performed. A legend may be included to indicate who does the actual work, has direct supervision, provides assistance, writes reports and is the recipient of the activity. The legend included is not to be viewed as a definitive one or the only legend that can be used. The critical factor is that some legend necessary to relate the task and time with personnel responsible. This level of detail is essential for successful management of the project for it forces the planner to identify when and how the activity is to be accomplished.

Quite clearly, the type of management time line indicated in Exhibit A serves as a valuable aid to those who must evaluate or audit the progress of a project. At any point in time, the administrator

can demonstrate the degree to which the project is on target. In addition, the chart will explicitly show the responsibilities of each of the personnel involved and give a complete picture of the work load necessary to get the job done, indicate deadlines to be met, and facilitate the reporting procedure. The PAME System does allow for an efficient reporting scheme with minimal amounts of paperwork.

Part IV: Program Budget

Consistent with the previously identified guidelines, the budget should reflect specific activities of the project. By using the form shown in Exhibit B-4, the district will have a clearer idea of the exact allocation of funds for each activity. This modified program budget will assist in assessing the cost and benefits of a particular activity. Obviously, the budget suggested will be critical to replication attempts if the activity proves to be worthwhile.

Implementation of PAMES

Since the PAMES is designed to meet a variety of needs, the steps to implement the system may vary. However, the following list is a recommended method to follow if the system is to be used both as a proposal and as a management/evaluation system. The list is not intended to be a comprehensive guide, but rather a suggestion of major steps necessary.

- ——Identify broad goals
- ——Establish overall project conceptual design
- ——Decide on major activities
- ——Complete an Activity Sheet by noting;
  - –Rationale
  - –Goals
  - –Objectives
  - –Evaluation procedure
- ——Complete time line management chart and indicate tasks to be completed in order to successfully complete the activity.
- ——Complete program budget
- ——Submit for approval
- ——Revise
- ——Start Project
- ——Complete task completion report forms as project becomes operational
- ——Complete product evaluation on schedule determined by management plan
- ——Analyze impact of project and revise educational system if necessary.

EXHIBITS

EXHIBIT A

Staff Assignments

Task--Activities										June July August September	October

X–Primary responsibility

'75 '76

EXHIBIT A

ctivities	Staff Assignments									Time Line				
										June July August September	October November December	January February March	April May June	July August

y responsibility

75

76

EXHIBIT B

4.0 **PROJECT ACTIVITY** – Curriculum & Multi–Media Development

A. **Rationale** – Development of an exemplary Career Education Model K–14 necessitates revision and creation of curriculum guidance and media materials that reflect the basic concepts of Career Education.

B. **Summary Description** – Career Education goals and objectives will be incorporated into the existing curriculum, guidance and media project team members will work to develop new materials, revise existing materials providing horizontal and vertical articulation throughout the instructional offering.

C. **Goal** – To select and train personnel to revise and develop curriculum and multi-media materials. To evaluate (field and pilot test) all revised and newly created Career Education curriculum and multi-media materials.

4.0 **OBJECTIVES**

4.1 By October 1973 all new curriculum team members will be identified by the Project Director.

4.1.1 List of participants will be available in the office of the Secondary Career Education Coordinator.

4.2 By July, 1973, the Assistant Project Director will have developed strategies for curriculum development.

4.2.1 Copies of the plan will be on file in the Project Director's office.

4.3 By October, 1973, Secondary Career Education Coordinator will have identified the Resource Panel for 1973-74 curriculum teams.

4.3.1 List of Panel members will be on file in the Project Director's office.

4.4 The Secondary Career Education Coordinator will provide a plan for technical assistance to curriculum teams.

4.4.1 The plan for technical assistance will be on file Career Education summary report.

4.5 By July, 1973, Secondary Career Education Coordinator will have completed final screening of 1972-73 curriculum units.

4.5.1 List of completed and acceptable 1972-73 curriculum units will be on file in the Project Director's office.

4.6 By June 1, 1973, the final selection of curriculum units to be pilot tested will be identified by the Secondary Career Education Coordinator.

4.6.1 Documentation will be on file in Career Education Director's office.

4.7 By June 1, 1973, the final preparation of curriculum units to be field tested will be completed by the Secondary Career Education Coordinator.

4.7.1 Documentation will be on file in Career Education Director's office.

4.8 The Secondary Career Education Coordinator will evaluate and select Career Education curriculum units to be field tested in September, 1973.

4.8.1 A list of selected curriculum units will be kept on file in the Project Director's office.

4.9 The Secondary Career Education Coordinator will supervise the editing and revision of curriculum and guidance units to be completed by September, 1973.

4.9.1 The identified curriculum and guidance units will be kept on file in Career Education Project Director's office.

4.10 The Secondary Career Education Coordinator will supervise the technical editing of Career Education materials for implementation in March, 1974.

4.10.1 A list of curriculum units that have been edited will be on file in the office of the Director of Career Education.

4.11 The Elementary Coordinator of Career Education will have completed the editing and revision of multi-media units by January, 1974.

4.11.1 A list of revised and edited materials will be on file in the office of the Director of Career Education.

4.12 The Elementary Coordinator of Career Education will design a plan for continued development of Career Education media by March 1974.

4.12.1 The plan for additional media will be kept on file in the Project Director's office.

4.13 The Elementary Coordinator of Career Education will have completed additional media that will enrich the designated 1973-74 Career Education curriculum units.

4.13.1 A list of multi-media development for 1973-74 curriculum units will be kept on file in Career Education Project Director's office by June of 1974.

EXHIBIT B–2

Major Function: 4.0
Curriculum & Multi-Media
Development

Task–Activities	Staff Assignments								June July August
4.1 Selection of curriculum development of team members for 1973-74				S	S	X		S	O
4.2 Planning of strategies for curriculum development in 1973-74	S	S	S	X	S	S	S	S	O
4.3 Selection of Resource Panel for curriculum teams in 1973-74				S	S	X		S	O O
4.4 Coordination of technical assistance for curriculum teams				S	S	X		S	
4.5 Screening of curriculum units produced in 1973-74				S	S	X		S	
4.6 Review of selection of curriculum units to be pilot tested in summer				S	S	X	S	S	O
4.7 Preparation of curriculum units to be pilot tested in summer				S	S	X	S	S	O
4.8 Selection of curriculum units to be field tested in fall				S	S	X	S	S	O
4.9 Review of curriculum and guidance units to be revised from (1972-73)				S	S	X	S	S	O O
4.10 Technical editing of 1972-73 units for implementation in Spring (1974)						X			
4.11 Review and editing of Multi-Media units from 1972-73				S	X	S		S	
4.12 Development of new Multi-Media units for 1973-74				S	X	S		S	
4.13 Production of Multi-Media units				S	X	S		S	
4.14 Development of guidance component K-6				S	S	X		S	

X= Primary responsibility
S= Support activity
O=Activity completed

EXHIBIT B–2

k–Activities	Staff Assignments								Time Line: June July August September	October November December	January February March	April May June	July August
ment of team members for 1973-74				S	S	X		S	O O	O			
lum development in 1973-74	S	S	S	X	S	S	S	S	O				
curriculum teams in 1973-74				S	S	X		S	O O	O			
nce for curriculum teams				S	S	X		S		Ongoing			
oduced in 1973-74				S	S	X		S		Ongoing			
n units to be pilot tested in summer				S	S	X	S	S	O				
to be pilot tested in summer				S	S	X	S	S	O				
be field tested in fall				S	S	X	S	S	O				
nce units to be revised from (1972-73)				S	S	X	S	S	O O				
its for implementation in Spring (1974)						X				Ongoing			
ia units from 1972-73				S	X	S		S		O			
a units for 1973-74				S	X	S		S		Ongoing			
				S	X	S		S		Ongoing			
nent K-6				S	S	X		S		Ongoing			

'79

80

EXHIBIT B–3

4. Curriculum and Multi-Media Development

100 ADMINISTRATION	FEDERAL	STATE	LOCAL	TOTAL
Director's Salary (10%)	$ 154.00	$ 41.00	$	$ 195.00
Other Director's Expense				
(Postage, Phone, Advisory Committee)				
Travel & Conference	237.00	73.00		310.00
Evaluation				
200 INSTRUCTION				
Supervisor's Salary 100%	4,977.00	1,323.00		6,300.00
Teacher's Salary	41,640.00	11,070.00		52,710.00
Counselor's Salary	8,295.00	2,205.00		10,500.00
Field Trips	2,528.00	672.00		3,200.00
Instructional Supplies	1,896.00	504.00		2,400.00
Travel/Conference	790.00	210.00		1,000.00
Community College Coordinator's Sal. 20%	1,729.00	459.00		2,188.00
Classified Salaries	3,223.00	857.00		4,080.00
Multi-Media Development	7,900.00	2,100.00		10,000.00
800 DIRECT COST				
Health & Annuity				
1269 CAPITAL OUTLAY	10,270.00	2,730.00		13,000.00
INDIRECT COST (8%)	1,368.00	364.00		1,732.00
SUPPORT PERSONNEL				
Federal Project Coordinator (Orange) 15%			390.00	
Director – Career Education (Santa Ana) 10%			250.00	
	85,007.00	22,608.00	640.00	107,615.00

CAREER GUIDANCE

ELEMENTARY GUIDANCE MATERIALS

The Elementary Guidance Materials developed through the Orange County Consortium can instill in the minds of children the dignity and purpose of work and the unique relationship between self and work. By following the easy to use format, these guidance materials, in conjunction with the CCES Career Education Learning Units can permeate the K-6 curriculum and provide a firm foundation for the total career education program in any given school.

Included in the guidance materials are a variety of implementation strategies some of these are:

1. Direct student involvement
2. Vicarious student experiences
3. Individualized instruction
4. Inter-disciplinary approaches
5. Management by objectives

The purpose of the elementary guidance materials is to provide guidance activities for utilization by elementary teachers, resource teachers, and guidance specialist. These materials are designed to integrate Career Education into the (K-6) curriculum with the following Career Education concepts:

1. Appreciation and Attitudes
2. Self Awareness
3. Decision Making
4. Career Awareness
5. Educational Awareness

For easy identification, objectives and activities have been broken into the five Career Education Concepts. Grade level should be used only as a guide, allowing for individual differences. To expand the effectiveness of this guide, modification and additional activities should be initiated by the classroom teacher.

Language Arts
Self-Awareness
K (page 2)

Subject area where activities can best be infused.

Career Concept

Suggested Grade Level

--- OBJECTIVE: The students will know that their interests, abilities, aptitudes, etc., are unique and different from those of others.

ACTIVITY:

1. Pupils will draw pictures of themselves for a class bulletin board, "PROUD TO BE ME!" Using this they can describe some of the likenesses and differences between themselves and their classmates.

2. Using Duso Kit, learn the song, "I'm Glad That I Am Me."

Objectives
Critera Measure
Teacher Observation & Judgement

--- OBJECTIVE: The student will realize that our characteristics change with age.

ACTIVITY: Grandparents - make a list of the variety of names that grandparents are called. Discuss how an older person walks, talks, acts, etc.

--- OBJECTIVE: The student will become aware of their body in parts and whole.

ACTIVITY:

Mirror, mirror, meet today
John (use appropriate name), who is here to play.
Mirror, mirror, can you tell
How to get to know him well?

Here he is. What does he wear?
Tell us if he's dark or fair.
Tell us, tell us, is he tall?
Do you see him? Tell us all!

Follow with statements such as:
The color of John's eyes is_____ (shirt, hair, shoes, etc.)

ACTIVITY: "MYSELF"

My head nods, my elbows bend.
My eyes move for hours on end.

My waist twists, my hands clap,
Or just lay still upon my lap.

My legs stretch; my arms do, too.
I curl my toes inside my shoe.

Guidance Component 7–12

Another major thrust of the Consortium project was the development of a Guidance Component for grades 7–12. A group of eight secondary counselors, utilizing the synthesized goals, jointly developed by teachers and counselors, began their task of formulating a guidance model which would parallel efforts in Career Education curriculum unit development.

The major goal to be achieved by this endavor was to provide counselors, within the Consortium, with Career Education goals, sub-goals, objectives, activities and resources that they could utilize in their counseling and that would compliment the Career Education effort in the classroom.

A secondary goal was to systematize the counseling and guidance effort within the target secondary schools. For example, the guidance model for grades 7–12 was developed in a 5" X 8" format for ease and flexibility of utilization. Each element of Career Education (e.g., Appreciation and Attitudes, Decision-Making, Self-Awareness, etc.) has its own goal, sub-goal(s), objective(s), learning activities and resources which is implemented by the counselor for his/her students. The following is an abbreviated sample for illustrative purposes:

Appreciation and Attitudes 1.1, 3.1, 3.2

1.0 **Goal**:

Individuals differ in their interests, aptitudes, abilities, and attitudes, and this affects their job choices, their life styles and job satisfaction.

1.4 **Subgoal**:

To realize the importance of exploring one's own potentialities, attitudes and values as related to an individual's career choice.

1.4.1 **Objective** (Grade 10):

Tenth grade students will use decision-making skills through use of an individual "Career Planning Folder" that will be initiated before the end of the tenth grade.

1.4.1.1 **Activity**

1. Prepare a profile sheet to go with SAAS.
2. Hold group meetings with 10th grade students.
3. Prepare sheets showing the decision-making process.
4. Begin student Career Planning Folder.

Resources

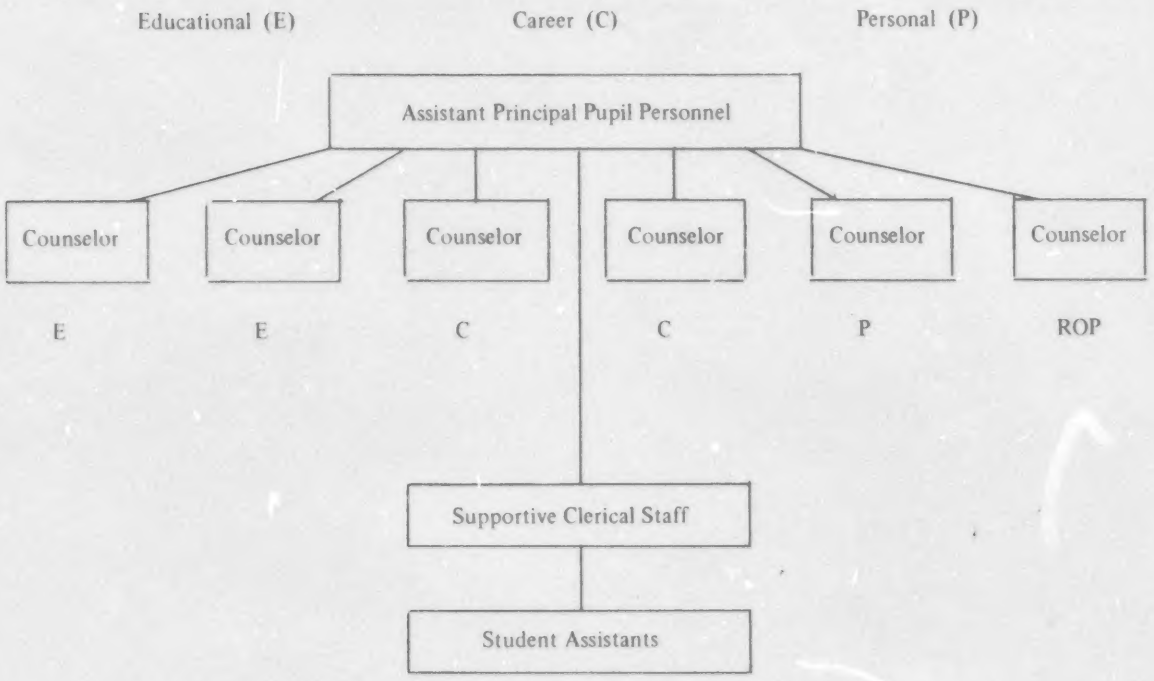
The Career Planning Folder should include:

a. OVIS printout
b. Copy of transcript
c. Meyer-Briggs – Value Inventory
d. Self-Awareness Summary
e. TAP profile – 9th grade
f. DAT results – 8th grade

The reader should note that after the element **Appreciation and Attitudes** in the illustration, a series of numbers follow. This Guidance Component is coded to the developmental career guidance stages identified in Monograph # 5, as established by the California Personnel and Guidance Association.

In order to effectively implement the Guidance Component, the authors recommend the following plan which has been utilized by the counseling staff at Orange High School with a student population of 2,200. Orange High has a full-time counseling staff of six. The graphic chart below stresses the individual strength of each counselor in relation to students:

GUIDANCE CENTER STAFF



Each of the six counselors has assumed various responsibilities inherent within the Career Education Guidance Component commensurate with their abilities as illustrated below:

Counselor # 1

- Placement
- Test Interpretation
- Developing an Educational Plan
- College Choices (12th grade)
- Financial assistance (12th grade)
- College Admissions
- Appraisal of student's graduation requirements
- Graduation Application
- Community College opportunities
- College Guide
- Orientation for incoming 10th graders
- Continuing Educational opportunities
- Orientation for new students

Counselor # 2

--Placement
--Test interpretation
--Developing an educational plan
--Appraisal of student's graduation requirements
--Graduation Application
--Direct Entry into "World of Work" by students
--Community College opportunities
--Regional Occupational Program counseling
--Career speakers
--Trade schools, vocational schools and appreticeships
--Community Advisory Committee activities for guidance

Counselor # 3

--Placement
--Test interpretation
--Developing an educational plan
--Approval of student's graduation requirements
--Trade schools, vocational schools and apprenticeships
--Graduation Applications
--Academic Decathlon
--Career advancement placement
--Student tutoring
--Direct Entry into the "World of Work" for students
--Military information
--Community Advisory Committee activities for guidance

Counselor # 4

--Placement
--Test interpretation
--Developing an educational plan
--Sophomore orientation
--Appraisal of student's graduation requirements
--Graduation Applications
--Community College opportunities
--In-depth personal counseling
--Long-term group counseling

Counselor # 5

--Leisure time possibilities
--Placement
--Test interpretation
--Developing an educational plan
--Guidance Center orientation
--Appraisal of students graduation requirements
--Graduation Applications
--Community College opportunities
--Career speakers coordinator
--Guidance Center Coordinator

---Community Advisory Committee activities for guidance
--Counselor Career Communication Newsletter

Counselor # 6

---Career Planning Folder Coordinator
---Placement
---Test interpretation
---Developing an educational plan
---Appraisal of student's graduation requirements
---Graduation Application
---Community College opportunities
---Special Education Counselor
---Coordinator of Psychological Services
---Long-term group counseling
---In-depth personal counseling

Assistant Principal of Pupil Personnel

---Proper Placement Coordinator
---Testing Coordinator
---Community College Field-trip Coordinator

As this plan indicates, many of the normal functions of a counselor, such as testing interpretation, placement, developing an educational plan, etc., are responsibilities shared by each counselor. However, in regard to special qualities or attributes germane to an individual counselor, one counselor assumes responsibilities where they have expertise. In this way, when students require special assistance in terms of financial assistance for college, they are directed to counselor # 1 who has that background or knowledge.

Likewise, in regard to group orientation to the Guidance Center for students, one counselor # 5 designs the program and all the other counselors share in the responsibility of implementating the program. The same is true of sharing responsibility for a Career Speaker Week and/or program which may be designed to enlist guest speakers to speak before various groups of students on a weekly basis.

The key factor to the success of the plan is the team planning and effort involved in providing a systematic approach to guidance and counseling via the Career Education Guidance Component Model System.

CAREER EDUCATION DEVELOPMENT

When any school district embarks on a Career Education effort, its needs and resources must be assessed to ascertain the appropriate plan of action for curriculum redesign. If the direction to be taken is one of curriculum development, the Consortium has experienced several techniques which may be helpful for those districts whose desire is to follow a similar path.

Pursuant to the findings indicated by the Orange County Consortium needs assessment, the Consortium selected a career education matrix entitled, "The National Standard for Career Education – K through Adult," published by Educational Properties Incorporated of Irvine, California as a framework for the development of curriculum units in the 15 career clusters as identified by the United States Office of Education. The matrix selected contains eight career education elements, those being: **Appreciation and Attitudes; Self-Awareness; Decision-Making; Educational Awareness; Career Awareness; Economic Awareness; Skill Awareness, Beginning Competence; and Employability Skills.** Under each career education element, a goal statement is stated for each grade level K-14.

Thus the matrix contains 120 separate career education goal statements; one for each element at the fifteen grade levels. Thereupon, it became evident that some adaptations should be made to make this matrix workable for the needs of the Orange County Consortium.

The first task was to synthesize the goal statements in the matrix to reflect grouping of grade levels, For example, goal statements under **Appreciation and Attitudes** grades K, 1, 2, 3 were synthesized into one goal statement common to grades K-3. Moreover, goal synthesization took place for each of the eight elements on the matrix for each grade level grouping (K-3, 4-6, 7-9, 10-12, and 13-14).

Secondly, two elements on the matrix, **Skill Awareness, Beginning Competence** and **Employability Skills**, were felt to be inappropriate in the Consortium for grades K-9. Therefore, the decision was made to eliminate these two elements at those grade levels and utilize them at grade levels 10-14.

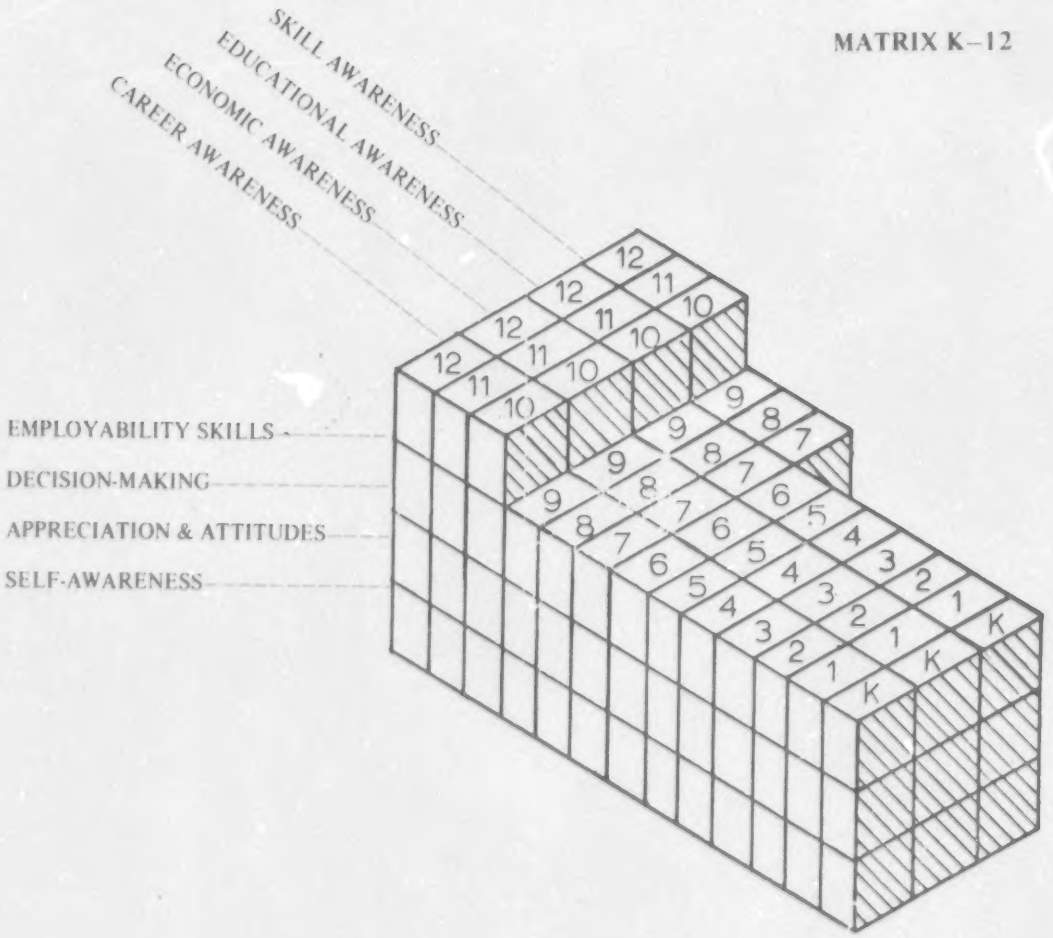
Thirdly, in order to approach the problem of encompassing the macro-matrix (The National Standard for Career Education – K through adult) at all grade levels in all elements, an overlapping mini-matrix was used for the career cluster areas under development. For example: in the Health Occupations cluster, units would be developed in the following pattern: Grades K – Appreciation & Attitudes: Grade 1 – Self-Awareness; Grade 2 – Decision-Making; Grade 3 – Educational Awareness; Grade 4 – Career Awareness; Grade 5 – Economic Awareness; Grade 6 – Self-Awareness; Grade 7 – Appreciation & Attitudes; Grade 8 – Decision-Making; Grade 9 – Career Awareness; Grade 10 – Employability Skills; Grade 11 – Skill Awareness; Grade 12 – Economic Awareness; Grade 13 and 14 – Career Awareness. The other cluster areas were similarly patterned in such a way as to cover the macro-matrix.

However, it became evident that this macro-matrix should be further restructured in order to enhance the inclusion of various elements within one unit, rather than just concentrating on one element/unit. Thus, the following three dimensional matrix was adopted by the Consortium for unit development. This restructuring of the macro-matrix will allow for more flexibility in the development of curriculum units because the processes such as **Appreciation & Attitudes; Self-Awareness; Decision-Making; Employability Skills** can be easily intermeshed with subject oriented material such as **Educational Awareness; Career Awareness; Economic Awareness and Skill Awareness.**

COMPREHENSIVE CAREER EDUCATION SYSTEM

MODEL CURRICULUM DEVELOPMENT

MATRIX K–12



K–3	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS
APPRECIATIONS/ATTITUDES To develop an appreciation for careers:	- as they relate to similarities and differences between home, school, and life-roles.	- so that as the student becomes aware of jobs performed by family, school, and community members, they may compare their interdependency and relationships to each other.	- as related to an understanding of our monetar system, the exchange of goods and services, and material needs within th home.
SELF-AWARENESS To develop an awareness of the importance of "self," the student's rights and responsibilities, and their individual capabilities and limitations:	- as they relate to similarities and differences between home, school, and life-roles.	- so that as the student becomes aware of jobs performed by family, school, and community members, they may compare their interdependency and relationships to each other.	- as related to an understanding of our monetar system, the exchange of goods and services, and material needs within t home.
DECISION-MAKING To identify and utilize the parts of the decision-making process:	- as they relate to similarities and differences between home, school, and life-roles.	- so that as the student becomes aware of jobs performed by family, school, and community members, they may compare their interdependency and relationships to each other.	- as related to an understanding of our monetar system, the exchange of goods and services, and material needs within th home.
EMPLOYABILITY SKILLS Not applicable.	Not applicable.	Not applicable.	Not applicable.

UCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS
- as they relate to similarities and differences between home, school, and life-roles.	- so that as the student becomes aware of jobs performed by family, school, and community members, they may compare their interdependency and relationships to each other.	- as related to an understanding of our monetary system, the exchange of goods and services, and material needs within the home.	Not applicable.
- as they relate to similarities and differences between home, school, and life-roles.	- so that as the student becomes aware of jobs performed by family, school, and community members, they may compare their interdependency and relationships to each other.	- as related to an understanding of our monetary system, the exchange of goods and services, and material needs within the home.	Not applicable.
- as they relate to similarities and differences between home, school, and life-roles.	- so that as the student becomes aware of jobs performed by family, school, and community members, they may compare their interdependency and relationships to each other.	- as related to an understanding of our monetary system, the exchange of goods and services, and material needs within the home.	Not applicable.
Not applicable.	Not applicable.	Not applicable.	Not applicable.

4–6	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS
APPRECIATIONS/ATTITUDES To compare careers for advantages, disadvantages, and potential growth:	- incurred through interpersonal relationships and thereby establish career goals, recognizing one's limitations and capabilities.	- in identifying careers by job performance, skills required, and one's future desired lifestyle.	- in relationship to the economic elements of s ply and demand and th distribution of goods an services.
SELF-AWARENESS To recognize the individual's rights and responsibilities as a worker:	- as they relate to interpersonal relationships, educational skills, establishment of personal goals, and recognition of limitations and capabilities.	- in relation to identification of careers by job performance, skills required and one's future desired lifestyles.	- as they relate to the economic elements of s ply and demand and th distribution of goods an services.
DECISION-MAKING To apply the decision-making processes to school, home and socially related problems:	- incurred through interpersonal relationships and thereby establish career goals, recognizing one's limitations and capabilities.	- in identifying careers by job performance, skills required, and one's future desired lifestyle.	- in relationship to the economic elements of s ply and demand and th distribution of goods an services.
EMPLOYABILITY SKILLS Not applicable.	Not applicable.	Not applicable.	Not applicable.

92

93

UCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS
- incurred through interpersonal relationships and thereby establish career goals, recognizing one's limitations and capabilities.	- in identifying careers by job performance, skills required, and one's future desired lifestyle.	- in relationship to the economic elements of supply and demand and the distribution of goods and services.	Not applicable.
- as they relate to interpersonal relationships, educational skills, establishment of personal goals, and recognition of limitations and capabilities.	- in relation to identification of careers by job performance, skills required and one's future desired lifestyles.	- as they relate to the economic elements of supply and demand and the distribution of goods and services.	Not applicable.
- incurred through interpersonal relationships and thereby establish career goals, recognizing one's limitations and capabilities.	- in identifying careers by job performance, skills required, and one's future desired lifestyle.	- in relationship to the economic elements of supply and demand and the distribution of goods and services.	Not applicable.
Not applicable.	Not applicable.	Not applicable.	Not applicable.

92

93

7–9	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS
APPRECIATIONS/ATTITUDES To appreciate the impact and contributions of careers:	- when identifying values, lifestyle, and possible career choices in selecting necessary skills for a career.	- when surveying careers based upon an assessment of interest, attitudes, abilities, and all other resources.	- in regard to needed skills, tools, economic potential, and basic financial management information that is required for entering any career.
SELF-AWARENESS To develop an awareness of abilities, interests, and values:	- when identifying lifestyles and possible career choices in selecting necessary skills for a career.	- when surveying careers based upon an assessment of these characteristics.	- related to basic economic and financial information required for entering any career.
DECISION-MAKING To use the decision-making process:	- when identifying values, lifestyle, and possible career choices in selecting necessary skills for a career.	- when surveying careers based upon an assessment of interest, attitudes, abilities, and all other resources.	- in regard to needed skills, tools, economic potential, and basic financial management information that is required for entering any career.
EMPLOYABILITY SKILLS Not applicable.	Not applicable.	Not applicable.	Not applicable.

CATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS
- when identifying values, lifestyle, and possible career choices in selecting necessary skills for a career.	- when surveying careers based upon an assessment of interest, attitudes, abilities, and all other resources.	- in regard to needed skills, tools, economic potential, and basic financial management information that is required for entering any career.	- when matching individual abilities to skills required for career preparation.
- when identifying lifestyles and possible career choices in selecting necessary skills for a career.	- when surveying careers based upon an assessment of these characteristics.	- related to basic economic and financial information required for entering any career.	- in order to match them to skills required for career preparation.
- when identifying values, lifestyle, and possible career choices in selecting necessary skills for a career.	- when surveying careers based upon an assessment of interest, attitudes, abilities, and all other resources.	- in regard to needed skills, tools, economic potential, and basic financial management information that is required for entering any career.	- when matching individual abilities to skills required for career preparation.
Not applicable.	Not applicable.	Not applicable.	Not applicable.

10–12	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS
APPRECIATIONS/ATTITUDES To understand the importance to society of a career:	- in identifying necessary skills required for a chosen career and desired lifestyle.	- in identifying and reassessing one's career abilities and potential, using all available resources.	- as it relates to the understanding of legal and financial aspects of family matters, of workers and of future lifestyles as they apply to a future career.
SELF-AWARENESS To become aware of personal values in order to develop self-confidence:	- when identifying necessary skills required for a chosen career and desired lifestyle.	- in identifying and reassessing one's career abilities and potential, using all available resources.	- when examining legal and financial aspects, of family matters, of workers and of future lifestyles as they apply to a future career.
DECISION-MAKING To explore different alternatives by applying the decision-making process:	- in identifying necessary skills required for a chosen career and desired lifestyle.	- in identifying and reassessing one's career abilities and potential, using all available resources.	- as it relates to the understanding of legal and financial aspects of family matters, of workers, and of future lifestyles as they apply to a future career.
EMPLOYABILITY SKILLS To develop personal and social interaction and employability skills necessary for a career:	- in order to formulate a career decision and achieve a potential lifestyle.	- in identifying and reassessing one's career abilities and potential, using all available resources.	- as it relates to the understanding of legal and financial aspects of family matters, of workers, and of future lifestyles as they apply to a future career.

96

97

UCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS
- in identifying necessary skills required for a chosen career and desired lifestyle.	- in identifying and reassessing one's career abilities and potential, using all available resources.	- as it relates to the understanding of legal and financial aspects of family matters, of workers and of future lifestyles as they apply to a future career.	-in the development and mastery of skills so one may function at acceptable performance levels in the chosen career.
- when identifying necessary skills required for a chosen career and desired lifestyle.	- in identifying and reassessing one's career abilities and potential, using all available resources.	- when examining legal and financial aspects, of family matters, of workers and of future lifestyles as they apply to a future career.	- when mastering skills needed to function at acceptable performance levels in a chosen career.
- in identifying necessary skills required for a chosen career and desired lifestyle.	- in identifying and reassessing one's career abilities and potential, using all available resources.	- as it relates to the understanding of legal and financial aspects of family matters, of workers, and of future lifestyles as they apply to a future career.	- in the development and mastery of skills so one may function at acceptable performance levels in a chosen career.
- in order to formulate a career decision and achieve a potential lifestyle.	- in identifying and reassessing one's career abilities and potential, using all available resources.	- as it relates to the understanding of legal and financial aspects of family matters, of workers, and of future lifestyles as they apply to a future career.	- in the development and mastery of skills so one may function at acceptable performance levels in a chosen career.

96

97

FORMAT DESIGN

Before any curriculum is developed it is imperative that a format design be established by a district, so the curriculum developers may follow its component parts. The Consortium created a format which allows for flexability and ease of utilization. Its component parts are as follows:

(1) Title of unit
(2) Grade level (appropriate for unit)
(3) Number of students (with which this unit could be used)
(4) Major subject area (appropriate for unit)
(5) Related subject area (appropriate for unit)
(6) Career cluster
(7) Subject area goal
(8) Career Education goal
(9) Subject area concepts
(10) Career concepts
(11) Rationale (why student is doing the unit)
(12) Unit objectives (which intermesh subject matter goal/concepts and career education goal/ concepts)
(13) Special instructions to the teacher
(14) Resources:
    (a) multi-media
    (b) materials and equipment
    (c) personnel needed
    (d) other
(15) Student objectives (performance objectives)
(16) Major subject area activities (coded to student objectives)
(17) Related subject area activities (coded to student objectives)
(18) Student pre and post evaluation (coded to student objectives)
(19) Student pre and post evaluation keys
(20) Samples of implementation (coded to learning activities)

Thus, the teachers developing curriculum units could see how career education goals or concepts could easily be infused with the existing curriculum.

RECRUITMENT AND SELECTION OF PERSONNEL

Although recruitment procedures among the three districts of the Consortium varied from district to district, certain criteria for selection of teachers remained the same.

In the Orange Unified School District, recruitment procedures followed the format of a curriculum development project, which was open to teachers in all schools within the district, calling for approximately thirty teachers to become involved in curriculum development. The following is a breakdown by grade levels:

(K-3)	Five teachers
(4-6)	Five teachers
(7-9)	Six teachers
(10-12)	Eight teachers
(13-14)	Five teachers

Thus, Orange teachers at various grade levels submitted their applications for the Career Education Curriculum Project for which they would be paid.

In the Santa Ana Unified School District, a similar district-wide call for twenty-four teachers at the various grade levels was initiated, in terms of an hourly overtime rate.

Likewise five teachers were recruited for grade levels 13 and 14 in the Rancho-Santiago Community College District on the basis of lecture-hour equivalents (LHE's).

All the curriculum participants were slected on the following criteria:

(1) Subject areas that lacked the teaching of career education concepts as determined by the needs assessment

(2) Background in curriculum development

(3) Teachers whose subject area related to the five cluster areas under development

(4) Principal or department head recommendations

(5) Participant being a member of one of the fifteen target schools (This was used as a basis for selection, however, if another teacher had better qualifications and/or experience in curriculum, he/she was selected whether or not he/she was from a target school.)

Arrangements were also made with California State University at Long Beach to provide a course with extension credit of three units for each individual teacher involved in curriculum development for the Orange County Consortium. Each teacher had the option of selecting three units of credit, if he or she paid a small fee to the university for enrollment procedures. Thus many of the teachers selected university credit for the curriculum course.

CLASS OPERATIONS

Classroom instruction began at a conference, where the teachers were informed of the concepts of career education, the goals and objectives of the Orange County Consortium, and their roles in the development of curriculum units. Formal curriculum development continued one day a week thereafter for a period of thirteen weeks. Moreover, the teachers were divided into cluster groups based on his/her subject area and grade level. Thus each cluster group had teachers representative of all grade levels, K-14. This later proved to be very beneficial because of the built-in articulation between grade levels. Likewise each cluster group was assigned a Project Management Team staff member, whose task was to provide leadership and direction for his/her cluster members. Throughout the class session, individualized instruction, as well as aid, was exhibited by the staff leader.

Prior to each curriculum meeting, meetings were held for staff leaders to discuss the goals and objectives of the next curriculum meeting with their cluster groups. Moreover, at this time constraints found to be apparent at the previous curriculum class meetings or anticipated in future

meetings were reconciled. Likewise at each class session an agenda, stating general instructions and various performance objectives to be achieved at that session, was given to each participant. Thus each teacher was aware of the task he/she had to accomplish during that class session. Concurrently with this agenda, each staff leader had a listing of various tasks assigned to her/him for that session. This technique proved to be successful, because uniform instructions were being given to all teachers, even though they were separated into cluster groups. Moreover, at the close of each session, the staff leaders would meet to evaluate that evening's work, as well as identify possible problems that would have to be resolved before the next session, one week later.

Through-out the thirteen sessions, the participants received training in how to write goals, performance objectives, and learning strategies, so they could begin development of his/her respective career education infusion units, following the working format as outlined earlier in this document.

A monitoring system was also established by the project management team whereby as each unit was completed, each unit was reviewed by the staff leader. A unit checklist form was developed to evaluate each unit submitted. Moreover, both the unit and checklist were returned to the producer for revision of sections of a unit, if necessary. Each participant was required to develop three career education units within his/her respected grade level grouping (i.e. K-3, 4-6, etc.). Likewise each participant had the choice of selecting the career education element he/she would expand upon in his/her unit, following the guidelines of the modified overlapping mini-matrix.

Resources provided to participants included the following: data relevant to curriculum gathered by the needs assessment; copies of all course overviews that reflected district-approved curriculum; various classroom materials; terms commonly used in writing performance curriculum, etc.

ARTICULATION

Vertical articulation was a built-in process in that each cluster group was composed of teachers from all grade levels. Moreover, horizontal articulation occurred throughout various sessions, so that teachers from similar grade levels would have the opportunity of sharing common ideas and cross-discipline matters germane to their respective grade levels, and related to curriculum development. Both types of articulation that existed during the thirteen sessions proved very beneficial. Teachers on every level were sharing and initiating "spin-off" activities by their own design in conjunction with other grade level teachers. Likewise teachers of various disciplines were cooperating with each other by structuring common activities pertient to their respective academic areas.

Another successful technique employed by the Consortium for curriculum development was an RFP (request for proposal) design. This design allowed teachers from throughout the three districts to participate at various times throughout the school year. Teachers who were willing to participate submitted a proposal for unit development. This proposal consisted of a rationale, subject matter concepts, sample unit and student performance objectives, sample learning activities, and a tentative plan for pilot testing the unit.

The proposals were then reviewed by a selection committee and authorization to proceed with unit development was given to the curriculum unit developer. The teacher then was required to attend two workshops during that phase of development for guidance and technical assistance. Upon submission of the unit within a structural timeline and approval for award of stipend, by the approval committee, the teacher was paid a portion of the stipend. The remaining portion of the stipend was due the writer after the completion of the following activities:

(1) teaching of the unit

(2) evaluation of how well the students meet the objectives of the unit

(3) submission of revised unit based on evaluation results

The uniqueness of such a plan for curriculum development:

(1) gives teachers flexibility in choosing when they want to become involved in curriculum development throughtout the school year;

(2) allows teachers to develop curriculum on an individualized basis within an adequate time frame;

(3) allows teachers to seek technical assistance and resources necessary, if the need arises, from project staff members and outside consultants;

(4) allows teachers from **all grade levels K-14** to develop curriculum units in career education;

(5) provides teachers with guidelines and models to follow for development of each component part of a unit.

The prospectus (RFP) design can be utilized in developing district-wide or local school career education curriculum. Adaptations in regard to funds, format or time constraints can be easily reconciliated to meet the unique curriculum developmental policies of any LEA.

The prospectus or guideline package is complete to include:

(1) A cover page consisting of directions to the prospective writer as to submission of RFP's to be considered and staff members to contact for further information about the Career Education proposals.

(2) A two page RFP (request for proposal) to be completed by the applicant and submitted for possible funding.

(3) A procedural page delineating:

  (a) Submission of proposals.
  (b) Selection of proposals.
  (c) Approval and payment for Curriculum Unit development.

(4) A definition page of common Career Education terms used throughout the prospectus.

(5) A timeline page to reflect dates and deadlines required for:

  (a) Submission of proposal.
  (b) Acceptance and authorization by the Selection Committee to proceed in Unit Development.
  (c) Initial Workshop.
  (d) Follow-up Workshop.
  (e) Submission of completed unit and approval for award of stipend.
  (f) Submission of pilot-test results and revisions.

(6) A proposal and unit information page which relates to:

  (a) Career Clusters under development during the funding period.
  (b) The curriculum matrix design of Career Education developmental processes and Career Education elements.

(c) Limitation of topics in terms of time and feasibility of infusion within the existing curriculum.
(d) The format to be used in the development of a Career Education unit.

(7) An instructional page on "How to Write Performance Objectives" to include:

(a) The characteristics of a performance objective.
(b) The four components of a performance objective – who, what, how and how well.

(8) A three-page description of each component part of the Career Education unit format to be followed in the development of a unit.

(9) Appendix materials to include:

(a) A skeleton of the format design to be followed in writing a Career Education unit.
(b) Lists of terms to be used in writing performance objectives in the cognitive, affective and psychomotor domains.
(c) A sample illustration sheet on how to write bibliographical information of resources used with the unit.
(d) A sample unit checklist whereby the developer can ascertain whether or not the writer has included the necessary ingredients within the Career Education unit that was developed.
(e) A contract for professional services to be signed and dated by developer.

IMPLEMENTATION OF THE RFP DESIGN

Phase I Recruitment

In order to successfully initiate the RFP design to develop Career Education infusion curriculum, several steps should be taken. First, an announcement to recruit teachers from all levels of education should be made throughout the district(s) involved in the project. It is necessary to delineate in the announcement:

(a) What your district is attempting to do in Career Education curriculum development.
(b) What the district will pay in regard to developing curriculum.
(c) When an orientation meeting will take place for further clarification of the district's intent (date, time and location).
(d) A contact person(s) whom the interested teachers may contact if they have questions concerning the announcement.

Phase II Orientation

Conduct an orientation meeting to explain to the teachers interested in developing Career Education infusion units:

(a) The philosophy of Career Education.
(b) The definition of Career Education.
(c) The task to be accomplished in developing Career Education infusion units.
(d) How to complete the two-page RFP for submission.
(e) The selection process and notification procedures of those teachers to be involved.

Phase III Selection Committee

In order to facilitate the smooth operational flow of the RFP process, pre-selection of the members to comprise the Selection Committee should be accomplished. It is advisable that the members of the committee reflect the various levels of education such as elementary, intermediate/junior high, senior high and/or the community college level and have expertise in curriculum development. Also, district department chairperson and/or coordinators of respective subject areas being considered by the RFP should give their input as to how such a proposal integrates itself within the district's subject curriculum. Naturally, a counselor and members of the Career Education staff should also be on the Selection Committee. In order to expedite the process, the committee should not exceed twelve members.

Each RFP that is submitted should be screened for its:

(a) Creativity of topic.
(b) Appropriateness of grade level.
(c) Relative ease of infusion into the respective subject area and career cluster framework.
(d) Level of sophistication of the writer in regard to the rationale, concepts, objectives, learning activities, amount of the class time required to teach the unit, flexibility of the unit to be appropriate for other related subject areas and a sequential plan for pilot-testing of the unit.

From the above-listed criteria, the Selection Committee can, with some degree of certainty, select the best RFP to be funded as well as designate those RFP's which need modification for resubmittal, so they may be funded. After the selection committee selects those RFP's to be funded, notification is sent to the teachers involved to attend an initial workshop. All RFP's not selected for funding should be returned to the writer with comments as to why the proposal was not selected, along with recommendation for modification and resubmittal during the second or third phase of development.

In this manner, the group process has been the determinator of those RFP's to be funded, rather than a sole individual. Thereby, a quality control is maintained. Furthermore, recommendations for improving an RFP shows the non-selected writer that the Career Education staff is interested in what the person had to offer and thus the writer will make the necessary revisions in order to participate at a later date.

Likewise, it is advisable to conduct a meeting of those teachers, who had similar deficiences in curriculum writing, as delineated by the RFP, to instruct them on the necessary skills required to develop Career Education curriculum units, example: writing concepts; performance objectives; "hands on" learning activities, etc. This step can only enhance the Career Education staff's rapport with its teachers as well as add to the "pool" of future "quality" writers of Career Education curriculum from which the staff can draw.

Phase IV Initial Workshop

Having identified the teachers who are writing Career Education curriculum by the selection process, the next step is to conduct an initial workshop. During this workshop it is advisable to reemphasize the philosophy, definition and goals of Career Education for your district. In addition, the workshop instructor should explain each page of the prospectus in detail so each participant clearly understands his respective role and, more importantly, knows "how to develop" a Career Education infusion unit. The following agenda might be utilized as a model for this endeavor.

Agenda (Initial Workshop)

It is highly suggested that optional meetings be scheduled for developers, so they may take advantage of additional advice and/or counsel from the Career Education staff members. Likewise, indicate to the developers that they are free to contact any member of the Career Education staff for aid and assistance in their Career Education curriculum development at any time during the developmental phase. This gives the developer a "sense of security" by having someone to contact when questions arise, thus problems can be solved quickly, before an optional meeting and/or follow-up workshop.

AGENDA
CURRICULUM WORKSHOP I – INITIAL

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. Introduction	At the end of this workshop, the participants will:
II. Forms and Meeting Dates	1.0 understand their roles and payment of the stipend for developing curriculum units.
III. Prospectus and Guidelines A. calendar dates – revised B. matrix and goals C. concepts – subject and career D. unit objectives and student performance objectives E. learning activities F. evaluation – pre and post G. instructions of the teacher H. coding I. resources and bibliographical information	2.0 have received necessary instruction to write and complete one example of each component part of a curriculum unit (e.g. concept statements, unit and student objectives, etc.);
	3.0 have received necessary instruction on individual meetings for technical assistance throughout developmental phases;
	4.0 have received a pretest on career education.
IV. Payment of Stipend	
V. Conclusion	

Furthermore, it is extremely important that the Career Education staff monitor the progress of each developer through phone or individual contracts to ensure that timelines will be met with success.

Phase V Follow-up Workshop

After notification and/or reminders have been sent to the developers of Career Education infusion units, a follow-up workshop should be conducted approximately one month after the initial workshop. At this workshop, have the participants bring their rough drafts of their units for review and recommendations. The following agenda is offered as a model which could be used.

Agenda (Follow-up Workshop)

At this workshop, it is advisable that each participant have his/her unit reviewed on an individualized basis by the Career Education staff. In this way, the Career Education staff is maintaining its individualized "treatment/rapport" with each developer. Utilization of the checklist has proven to be quite helpful for botn the developers and the Career Education staff in making sure the unit being developed meets the necessary criteria for approval. Moreover, each unit that is developed has its own unique problems which require special consideration. On the other hand, similar problems that may arise with several developers can be handled in a group atmosphere. Review of timeline dates and final instructions to the developers in regard to submission dates and typed units for acceptance should be stressed. Furthermore, reminders of optional meetings and/or individual contacts between the follow-up workshop and the submittal date are extremely helpful to the developers.

AGENDA
CURRICULUM WORKSHOP II – FOLLOW-UP

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. General Remarks	At the end of this workshop, the participants will:
II. Review of Calendar Dates and Requirements for Final Submission	1.0 have received a review of the timeline calendar dates for extra assistance and submission requirements.
III. Infusion Techniques and Learning Strategies	2.0 have received instruction on infusion techniques and learning strategies for career education.
IV. Group Critique of Rough Drafts.	3.0 have received from a project staff member a complete review of his individual rough draft unit.
	4.0 have, after this review, received recommendations for modification and revision.

Phase VI Submission and Approval of Unit

At least one week before the submittal date established for the completed Career Education infusion unit, the developers should be notified and reminded of the fact.

When the units are submitted, the approval committee made up of members of the Career Education staff, and preferably chosen members of the Selection Committee, should review each unit. Using the unit checklist, each member of the approval committee should review each unit submitted, and as a group the members should decide those units to be approved. Those units that meet all the criteria listed in the unit checklist should be approved for partial funding. However, those which lack various component parts or which need modification should be disapproved without payment and with recommendations as to how they might be revised to ensure approval for stipend. Notification of approval and/or disapproval with recommendation should be sent to each respective developer.

In the letter of notification to approved unit developers, it should be clearly stated that the payment reflects only a portion of the stipend and that the remainder of the stipend will be due the developer upon completion of a pilot-test, along with submission of the revised unit based on the results of evaluation.

On the other hand, in the letter sent to the developer whose unit was disapproved a reasonable date should be given for resubmittal after adjustments have been made in the original. This, again, ensures the quality control needed by any Career Education Project effort in developing curriculum, as well as allowing the developer a "second-chance" to meet the established criteria. Follow-up and monitoring of those units rejected for revision should be implemented to increase the productivity of the original effort by the Career Education staff.

Phase VII Submission of Pilot-Test Results and Revised Unit

Upon submission to the Career Education staff of the pilot-test results and the revised unit based upon the evaluation conducted by the developer, the staff should authorize the remaining portion of the stipend to be paid to the developer.

If the developer does not wish to pilot-test and subsequently revise the unit, the Career Education staff should seek a teacher within the district and have that teacher pilot-test the unit and make the necessary revisions for the remaining portion of the stipend.

It is imperative when curriculum materials are developed that they are pilot-tested with students in order to ascertain whether or not the materials are highly motivational and meaningful to students within the context of the district-wide curriculum. Likewise, to further validate the effectiveness of the Career Education curriculum developed, an extensive self-testing should be conducted.

Phase VIII Technical Editing and Field-Testing

After the pilot-testing has been completed by the developer and revisions made, the Career Education staff should retain the services of a technical editor to peruse the units developed for syntax clarification, grammatical flow, etc., in order to prepare the units for field-testing activities.

When the units are received from the technical editor they should be printed in preliminary draft form for the field-test. In conducting the field-test of the Career Education infusion units, each unit should be tested in varying situations. For example, if a unit was written for the fifth grade language arts area the Career Education staff should select teachers from several elementary schools which have differing student population compositions. In this way, the evaluation of the unit will be judged by different teachers as well as different student populations and will indicate the transportability of the unit.

When the Career Education staff has gathered the evaluative documentation on each unit, revisions can be made and the final draft can be printed and disseminated to the rest of the schools within the district.

In summary, if the RFP design is to be utilized, there must be continuous and constant communication between all parties involved in the process. The role of the Career Education staff must be one of **advisor, guide** and **consultant**, so an atmosphere of rapport and understanding can permeate the entire Career Education effort.

UTILIZATION OF A LEARNING UNIT

Through the Orange County Career Education model project activities, the Consortium has utilized an "infusion" technique. This method intermeshes subject matter concepts being taught in the ordinary day-to-day curriculum, with the career education concepts. Career education through infusion does not demand that subjects in the schools such as math, science and social studies, etc., be subordinated, but rather it reinforces the subject matter being taught by making it more relevant to student needs.

Each unit follows a consistent format as outlined earlier in this document. Under the heading of "Guidelines for Use of Unit" section, the user will find: a rationale which describes the reason why it is important for teaching the material; unit objectives which describe the expected outcome for the student at the end of the unit; possible integration of the unit with other related subjects; special instructions to the user of the unit which makes the user aware of any necessary preparations or special arrangements which might be necessary to implement the unit; a listing of resource materials such as books, films, filmstrips, etc, for use with the respective learning activities within the unit.

The guidelines section is followed by student performance objectives which measure the interim steps leading to the student's achievement of the unit objectives. Moreover, each student performance objective is coded to reflect its' respective relation up to a unit objective.

The main body of each unit is laid out in columns. Reading from left to right the user will find a "Content/Concept" section which explains the concepts to be taught in the unit.

In the center column, "Instructional Strategies/Learning Activities", the user will find activities that convey the concepts to the students. Moreover, each learning activity is coded to its appropriate student performance objective. In the next column, "Resources/Materials", the user can easily see what materials are necessary to implement the corresponding learning activities in the classroom. It is in this column also that the user will find various Exhibits that can be easily replicated for student use when assigned specific learning activities.

The last column at the extreme right provides a ready reminder of the importance of evaluating each student performance objective within the unit. It has been through infusion, that the Consortium has made curriculum relevant, exciting and rewarding for all students, especially when teachers conscientiously make the concepts of career education the basis of their total instructional program.

CAREER EDUCATION CURRICULUM PROPOSAL

Please read the attached guidelines before filling out the Career Education Curriculum Proposal form. As you read through the guidelines, note that specific examples have been provided to assist you.

Submit completed curriculum proposals to your district Career Education Office on or before_____

_____.

For questions concerning Career Education Curriculum Proposals, please contact:

_____

_____

_____

GUIDELINES FOR SUBMITTING
CAREER EDUCATION CURRICULUM PROPOSALS AND UNITS

PROCEDURES

SUBMISSION OF PROPOSALS

Proposals for curriculum unit development should be submitted to your district Career Education Office on or before: _____.

Sample units are available in the district offices to assist you in the development of your proposal. All proposals must be developed and submitted using the attached Career Education Proposal form.

SELECTION OF PROPOSALS

A Selection Committee will review proposals for acceptance by: _____.

Proposals will be reviewed and ranked according to the following criteria:

a) emphasis on career education concepts
b) originality
c) specified unit and student performance objectives
d) variety of learning activities
e) utilization of available resources

APPROVAL AND PAYMENT FOR CURRICULUM UNIT

Notification of approval of submitted unit and eligibility for payment of $_____will be made as soon as possible after: _____.

A payment of $_____will be paid upon completion and acceptance of the unit by an Approval Committee. The remaining $_____will be due the writer only after completion of the following activities:

a) teaching of the unit (in selection of topic, please make sure you will be able to pilot test your unit prior to the final submission date)
b) evaluation of how well students meet the unit objective
c) submission of revised unit based on results of evaluation

DEFINITIONS

CAREER – a lifelong process which involves a series of experiences, decisions and interactions, and which taken comulatively results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

CAREER AWARENESS – the exposure to a variety of forms of work which will enable the student to know and understand those that exist.

CAREER EDUCATION – the continuous process of self development over the individual's life span through education, work, and leisure.

CAREER UNIT – a curriculum unit designed to infuse subject matter concepts with career education concepts.

ECONOMIC AWARENESS – the understanding of economic systems of our society and the relationship between productive work and the student's own well being.

OCCUPATION – the term referring to a person's regular work, business, pursuit of earning a living.

PILOT TEST – the initial testing/evaluation of curriculum units for the purpose of establishing the validity and reliability of the materials within.

SELF CONCEPT OF STUDENTS AS IT RELATES TC THE WORLD OF WORK – the development of positive attitudes toward work, an appreciation for its contribution to self-fulfillment and to the welfare and productivity of family, community, nation and world.

SKILL – the developed aptitude or ability relating to a specific job or occupation.

TIME LINE

1. Submission of Proposal

2. Acceptance of Unit by Selection Committee (authorization to proceed with unit development)

3. Initial Workshop

4. Follow-up Workshop

5. Submission of Completed Written Unit (approval for award of stipend)

6. Submission of Pilot Testing and Unit Revision

PROPOSAL AND UNIT INFORMATION

Curriculum development will center around the fifteen career education clusters: 1) Business and Office; 2) Marketing and Distribution; 3) Communications and Media; 4) Construction; 5) Manufacturing; 6) Transportation; 7) Agri-Business and Natural Resources; 8) Marine Science; 9) Environmental Control; 10) Public Services; 11) Health; 12) Hospitality and Recreation; 13) Personal Services; 14) Fine Arts and Humanities; 15) Consumer and Homemaking-Related.

CAREER EDUCATION DEVELOPMENTAL PROCESSES	CAREER EDUCATION ELEMENTS
1. Appreciation & attitudes	1. Educational awareness
2. Self awareness	2. Career awareness
3. Decision making	3. Economic awareness
4. Employability skills including human relations	4. Skill awareness for beginning competency

The curriculum unit should relate at least one of the Career Education Developmental Processes to one or more of the Career Education Elements shown above.

If you are teaching grade levels K-6, please do NOT develop curriculum units on skill awareness.

If you are teaching grade levels K-9, please do NOT develop curriculum units on employability skills.

Topics should be somewhat limited in scope and duration in order to facilitate use within the existing curriculum.

All units must be developed and submitted using the ATTACHED CAREER EDUCATION CURRICULUM UNIT FORMAT (See Exhibit # 1)

EXHIBIT # 1
CAREER EDUCATION CURRICULUM PROPOSAL

Name _____ School _____

Home Phone _____ Division _____

School Phone _____

Title of Unit _____ Cluster _____

1. Include in the description of the unit:
   a) the rationale for developing the unit (how it will benefit students)

   b) the subject matter concept

   c) the career education concept

   d) a sample unit objective

e) a sample student performance objective related to the unit objective

f) two varied sample learning activities related to the student performance objective(s) above

2. Estimate the approximate amount of class time needed to complete the unit.

_____ instruction hours (in classroom)

3. In what courses can this unit be incorporated?_____

_____

(subject areas)

4. Describe your plan for pilot-testing your unit. Include specific class or classes in which pilot-testing will take place.

INSTRUCTION FOR WRITING CAREER EDUCATION UNIT AND STUDENT PERFORMANCE OBJECTIVES

Characteristics of a Performance Objective:

1. It is specific.
2. It contains an explicit specification of the intended outcome of instruction.
3. It will communicate instructional intent to the degree that it describes what the learners will be doing when they demonstrate their achievement, under what conditions they will be doing it, and with what degree of proficiency.

The Heart of an Objective is Specificity:

In order to be a well-written objective, four components must be included:

1. **WHO** – a specific statement of the **individual(s)** who will exhibit the behavior, i.e. . . . every student . . . 85% of the sixth grade pupils.

2. **WHAT** – the specific **behavior** exhibited when accomplished, i.e. . . . write a research paper . . . demonstrate an ability to construct . . . play a solo . . . arrange them in order . . . identify and locate.

3. **HOW** – UNDER WHAT CONDITIONS – the specific givens or restrictions or both under which the learner will demonstrate his achievement, i.e. . . . given a list of . . . within a period of 45 minutes . . . using a standard set of tools . . . given a DC motor of 10 horsepower. **WHEN** – the specific point in time the behavior is to be accomplished, i.e. . . . by the end of the third grade . . . at the completion of this unit.

4. **HOW WELL** – the specific **criteria of success** to be obtained, i.e. . . . with 90% accuracy as judged by the teacher . . . obtain a score of 90% on a teacher devised test . . . obtain a score at or beyond the 50th percentile.*

INSTRUCTIONS FOR DEVELOPING CURRICULUM UNITS USING CAREER EDUCATION CURRICULUM UNIT FORMAT

Following is a brief description of each component part of the unit format for curriculum development.

RATIONALE: The rationale is a description of why the student is doing the unit.

UNIT OBJECTIVES: Describe the total expected outcome for the unit.

Example: "At the end of the unit, the student will be able to identify a life-style and career of his choice, give reasons for those decisions and will be able to explain the necessary career training that may lead to the acquisition of his desired life-style."
Note: relation of decision-making to educational awareness and career awareness.
Note: unit objectives are broader than specific student peformance.

SPECIAL INSTRUCTIONS TO THE TEACHER:

The special instructions to the teacher describe how best to implement the unit in the classroom. This should include a statement regarding the environment in which the unit is being taught and logistical arrangements necessary for successful implementation.

Example: "This unit may be taught as a separate entity or in conjunction with other units: comparing cultures from around the world, family life around the world, sociology or history.

Open discussion is very important to the success of the unit. This will give the students insight as to how others feel about or view such concepts as success, life-style, getting ahead, installment buying, failure, status, "keeping up with the Joneses," and happiness. Expressive confrontations will also give each student a gauge to compare his role in the family with his peers."

Their choices of a vocation or of a college involve economic realitites that should be a part of this unit and the teacher should expose the class to these areas as much as possible. This involves the acquisition of basic knowledge and the formation of attitudes.

It is hoped that from this unit students will acquire the knowledge or understanding that economics is highly relevant to their daily lives. This unit should help the student discover that economics in simple terms means the pay check, the grocery bill, the income tax, and the savings account. In other words, they are affected daily by economics."

RESOURCES AND MATERIALS:

Research should be made into existing media and text materials which could be incorporated into the unit. All resources and materials for your unit should:

1. be noted in the **Resource and Materials** column of the approved format, and should
2. correspond to the appropriate Learning Activity. (see Sample Format in District Office)

Bibliographical Information: In order to comply with project guidelines and to provide maximum utilization of your unit, all resources (print or nonprint) must be submitted in the manner shown in Exhibit # 2.

EXHIBIT # 2

BOOKS

a. A typical book:

Knight, John, **The History of Exploration in America**. New York: Brown Co., 1927, p. 58.

b. If no author's name is given on the title page, list alphabetically under the first word of the title after the article (a, an, the, etc.), if any.

History of Exploration in America. New York: Brown Co., 1927, page 97.

c. Multiple authors:

1. Two authors – – –

Knight, John, and James Charles Squire, **The History of Exploration in America.** New York: Brown Co., 1927, p. 101.

2. Three or more authors – – –

Knight, John, **et al, The History of Exploration in America,** New York: Brown Co., 1927, p. 60.

d. Organization as author:

Middle States Historical Association, **Annual Report for the Year 1955.** Crossways, Delaware: Nonesuch Publisher, 1956, p. 45.

e. Editorship:

Morgan, Lewis Henry, **The Indian Journals, 1859-62,** ed. Leslie A. White. Ann Arbor: University of Michigan Press, 1959, p. 70.

MAGAZINES AND NEWSPAPERS

a. Knigh, John, "Matchless Magellan: The Story of a Voyage," **The Middle States Historical Journal,** XXXII (April 1927), 508-27, p. 23.

b. Knight, John, "Magellan's Character," **The Journal of the Central Historical Association,** XI (May 1962), 127-39, p. 39.

Source: Taken from: Gray, Wood, **et al, Historians Handbook.** Boston: Houghton Mifflin Company, 1964.

STUDENT PERFORMANCE OBJECTIVES:

Measure the interim steps leading to achievement of the unit objectives. (Several student performance objectives should accompany each unit objective.)

Example: "During or at the end of the unit, the student will be able to select two careers (at least one in the Fine Arts and Humanities cluster) that will help him acquire his desired life-style and be able to describe in written form the training and expenses necessary to embark upon those careers."

CONCEPTS:

A concept is a declaratory statement which introduces to or defines for the student the major idea, skill or attitude which is to be learned. A unit should include several career and subject matter concepts.

Example – subject matter concept: "Each member in the family plays three economic roles:
a) contributor
b) spender
c) consumer"

Example – career concepts: "Career choices should reflect a desired lifestyle based upon:
a) values
b) goals
c) career preparation skills
d) educational training"

LEARNING ACTIVITIES:

A learning activity may be thought of as the experience through which the learner achieves his particular objective. Several learning activities should accompany each student performance objective. Each learning activity should reflect unique, innovative and creative approaches to learning.

Example: 1. Have students investigate three price ranges of cars, noting the initial costs, cost of tires, options, repair parts, operational costs and insurance costs. Then have them summarize their findings, giving advantages and disadvantages for buying each class of car.

1. Through phonebook or professional directory, have student pinpoint on a map where people of different careers live in a community. Have them list the training and possible expenses incurred in the careers they are investigating.

EVALUATION:

Pre and post test items should be devised for each student performance objective in order to measure the student's growth and degree of attainment of each objective.

EVALUATION KEYS:

Each unit should furnish an answer key for all pre and post test items.

EXHIBITS:

When learning activities require handout materials or other implementation aids, these should be (1) noted in Resource and Materials column of the unit format, (2) labeled as exhibits, and (3) placed in the back of your unit.

For ease of duplication, all exhibits must be typed with clear, dark print. When applicable, complete bibiliographical information must be clearly noted on each exhibit.

Terms often used in writing objectives related to the Cognitive Domain are:

KNOWLEDGE

know
define
memorize
repeat
list
recall
name
relate

APPLICATION

translate
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
shop
sketch

ANALYSIS

distinguish
differentiate
analyze
appraise
calculate
experiment
test
compare
contrast
criticize
diagram
inspect
debate
inventory
question
relate
solve
examine

EVALUATION

judge
appraise
evaluate
rate
compare
value
revise
score
select
choose
assess
estimate
measure

SYNTHESIS

compose
plan
purpose
design
formulate
arrange
collect
assemble
construct
create
set up
organize
manage
prepare

COMPREHENSION

restate
discuss
describe
recognize
explain
express
identify
locate
report
review
tell

Terms that may be used in writing objectives in the Affective Domain are:

RECEIVING
observes
be conscious
realize
be sensitive
attend
listen
discriminate
be alert
remember
prefer

RESPONDING

willing
comply
obey
look
engage
display
practice
respond
perform
assume
cooperate
contribute
volunteer
exhibit
consider
participate
extend
enrich
explore

VALUING
continue to desire
grow
feel
participate
assume responsibility
enable
initiate
examine
influence
prefer
accept
devote
is loyal to

ORGANIZING THE VALUES

crystallize
form judgment
relate
weigh
is realistic
judge
regulate

CHARACTERIZATION OF THE VALUE OF VALUE COMPLEX

ready
revise
change
view
approach
plan
arrive
rely
find
examine
judge
is consistent
is conscientious

Terms used in writing objectives relating to the Psycho-Motor Domain are:

OBSERVING

find
locate
observe
recognize
sort

IMITATING

build
demonstrate
express
measure
operate
perform
play
state
write
construct
draw
run
mend
use

PRACTICING

build
demonstrate
express
measure
operate
perform
play
write
construct
run
use

ADAPTING

adapt
administer
create
manipulate
plan
produce
promote
regulate
research
construct
draw
mend

UNIT CHECKLIST

YES NO

1.0 Concepts
- 1.1 Subject declarative statements . . . . . .
- 1.2 Career declarative statements . . . . . .
- 1.3 Can the career concepts be easily infused with the subject matter concepts? . . . . . .

2.0 Goals
- 2.1 Career–did they use their previously refined goals for the appropriate grade level? . . . . . .

3.0 Rationale
- 3.1 It is clear and does it state the purpose for doing the unit? . . . . . .

4.0 Unit Objectives
- 4.1 Do they reflect the subject matter concepts and career concepts? . . . . .
- 4.2 Are they stated in behavioral terms? . . . . . .
- 4.3 Are they broad-based, covering the entire unit? . . . . . .
- 4.4 Are they coded? (1.0; 2.0; 3.0) . . . . . .

5.0 Special Instructions
- 5.1 Are they written clearly and concisely? . . . . . .
- 5.2 Does it show a time frame? . . . . . .
- 5.3 Is there a statement as to how the unit is to be used? . . . . . .

6.0 Resources
- 6.1 Are they stated clearly? . . . . . .
- 6.2 Does it show where they are located? . . . . . .
- 6.3 Is bibliographical information present? . . . . . .

7.0 Student Performance Objectives
- 7.1 Include who, what, how well and time frame (the two latter ones may be implied) . . . . . .
- 7.2 Do they adequately support the unit objectives? . . . . . .
- 7.3 Are there career-oriented objectives? . . . . . .
- 7.4 Are they coded to unit objectives? . . . . . .

8.0 Activities – Major Subject Area
- 8.1 Are they coded accurately to the student performance objectives? . . .
- 8.2 Do they have at least one activity per student performance objective? .
- 8.3 Are activities varied? . . . . . .
- 8.4 Do they provide highly motivated experiences? . . . . . .
- 8.5 Do they illustrate originality? . . . . and creativity? . . . . . .
- 8.6 Is there at least one "hands on" activity? . . . . . .

YES NO

8.7 Are they appropriate to the variety of student performance capabilities within a grade level? . . . . . .
8.8 Is there any racial/ethnic bias? . . . . . .

9.0 Related Subject Area Activities
9.1 Do they have any? . . . . . .
9.2 See 8.1 through 8.8 . . . . . .
9.3 Are these activities written for the students of this subject, and do they include the major subject and career concepts? . . . . . .

10.0 Guidance Activities
10.1 Do they exist for the classroom teacher? . . . . . .
10.2 Are there specific guidance activities that a counselor may use? . . . . .

11.0 Student Evaluation
11.1 Are there pre-evaluation questions for each student performance objective? . . . . . .
11.2 Are there post-evaluation questions for each student performance objective? . . . . . .
11.3 Are they coded to the student performance objectives? . . . . . .

12.0 Key
12.1 Appropriate to the evaluation tool(s), pre and post? . . . . . .
12.2 Are the answers present? . . . . . .
12.3 Are they coded for each student performance objective? . . . . . .

13.0 Samples of Implementation
13.1 Are they clear, concise and appropriate to the unit? . . . . . .
13.2 Are they legible for duplication? . . . . . .

14.0 Bibliography
14.1 Does one exist? . . . . . .
14.2 Does it follow the correct form? . . . . . .
14.3 Does it provide adequate information for copyright data? . . . . . .

CONTRACT FOR PROFESSIONAL SERVICES

Career Education Project for K–14

As a member of the curriculum team, I hereby agree to meet the following requirements:

1. To follow timeline monitoring dates and target dates as determined by the project staff.

2. To follow the specified format for the development of curriculum.

3. All materials developed in the course of this project will become the property of the Career Education Project, _____ the respective district reserves copyright privileges.

Full payment of stipend will be subject to the fulfillment of all the above conditions and those specified within the prospectus.

I agree to all of the above conditions.

_____
Signature

_____
Date